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REMARK of President Garfield concerning his college teacher has been often quoted: "He could get hold of the sub-structure of our natures." This, in this form, expresses in a few words a deep truth; it may be stated in other forms; it may be turned into a moral direction, a religious direction, an intellectual direction; but in all cases the meaning is that the teacher operates upon the motives that shape the life of the pupil. In the case of the mother, it is plain to all that she molds the child almost as one would mold clay. In the case of boys of fourteen years and upward, how many a mother feels how unreachable they are! And so feels the woman who is their teacher! The ill-success of the teacher at this stage is attributed to numerous causes; but the best thinkers declare that it is possible to direct the boy-mind in its new aspirations after liberty. The subject is well worth a complete discussion at an association where those who speak are those who know.

A letter from a subscriber in Idaho, contains an account of his efforts "to get on higher ground," as he puts it. He states the case well in those few words. Water does not run up hill. The reason a man can teach is that he is on higher ground than they. It is rightly said, All good influences are from above. The one who wants to impart right influences must be on "higher ground."

There are a good many reasons for believing that the teachers are on higher ground than they were ten years ago. The teacher referred to tells in his letter of a conference where three met weekly to discuss Joseph Payne's ideas; and that the coming of spring finds them all feeling a greater respect for their pupils. This is a very significant thing in itself. The greatest of teachers feel the greatness of the child; it is a poor teacher that looks down on the little children that daily come before him for instruction.

Not a great while since the writer stood before a class of young ladies preparing to teach; the principal asked that a "few words" be said to them. What should it be? Should it be that you are engaged in a most important work, etc.? This was dismissed as too common-place. He proceeded to ask if any of the class had heard the song "Comrades"? The smiles that instantly appeared on the faces showed that the strains of this popular song were on their way to the shores of the Pacific, if they are not already joining in with the surf that beats against our western territorial boundary.

When you teach justly, in the real meaning of the words, you will be a comrade of the young beings put under your care in a search for truth. The deeper you feel this comradeship the more certain you may be that you are teaching. Remember the great Father so loved human beings that he sent his son to be a comrade with them; this event produced a series of events that has made this world quite another than it was; the coming of a real teacher into a school-room will produce a series of changes of a similar character there. Let your constant thought be when you teach: I am a comrade of yours to lead you to the best I know.

Among the many criticisms brought against the present Congress for their Indian policy, the act of cutting down the appropriations for the Indian service in the line of education stands prominent.

The progress made for the first time under Commissioner Morgan in the government schools on the reservations, has resulted in some show of system in the fitting of men and women for the position of teachers. The Indian schools at Hampton, and Carlisle are fitting leaders for the Indian youth; but it is claimed that the reservation schools are training Indian children to *be led*, which is quite as important a factor in the problem of Indian citizenship.

The plan established under Gen. Grant of giving out the Indian schools, by contract, to different religious denominations is rapidly growing into disfavor. There is no more reason for sectarian schools among the Indians than among white men. Religious bodies certainly have the same right to establish schools among these people as in other parts of the country, but they should not look to the government for support of their respective institutions.

The duty of the government to establish day schools in the different reservations must be clearly apparent, independent of the help that may come from the voluntary service of the church.

THE JOURNAL of May 14, will contain a choice exercise for Memorial Day. This will give ample time for preparation for the observance of that day by the schools.

The coming in of numerous subscriptions from parts of the country where no agent has asked for them shows that the unabated efforts of the editors to present the foundation ideas of education are comprehended. We are not trying to make an "educational paper" in the sense that term often describes; we are trying to put the teacher on solid ground; to show him how he may do his work in a dignified, worthy, and scientific manner. We draw upon the best men and women of the entire country for ideas; we come into relation with those who are working out the problems of the school-room

in a scientific manner. Their talk about "how I hear lessons" we have no place for.

It is the feeling that the readers have that the articles contain the best statement of the truth as it is known to-day that gives this paper such a strong hold. We do not look in advance to see where the principles that have been adopted will bring the teacher out; the thing is to find the truth and then courageously follow it.

A teacher was appointed to the charge of a town where he would have forty assistants. He said to them and to the school-board, "I have an ideal to work out;" it was not "I have a salary to draw." He disclosed his ideal to his assistants and they cordially co-operated to aid him to work it out. From time to time we hear of him (his ideas have appeared in these pages, and very naturally, too, for these pages are devoted to work founded on IDEAS concerning education), and we hear from his teachers, from his pupils, and from his citizens. He is making a reputation for himself that will cause him to be heard of in coming years.

But this is all preliminary to a question that is to be asked. The school year is soon to come to an end, and you, reader, will look back over your work. No matter whether the people say, "He kept a good school" or not, the question you will ask is, "Did I work out my ideal as perfectly as possible?"

Did you have an ideal? Was it a just one? Can you sit down and put on paper what that ideal is? Another can tell whether it is a just one or not. Was it that the children sat so still you could hear a pin drop? Was it that the first class could spell all the words of the spelling book?

Whatever your answer to these and other questions, may be, you will agree that a teacher must have an ideal of what a school should be. If a man goes on in this world like a June beetle that bats its head first against one thing and then another, he may make a noise, but he will not enter into any of the lines of Divine energy that are being extended. He must get hold of some of the lines of work the Creator employs himself upon; he must conceive of the Divine intention and work along upon that, and he will succeed.

A notable event that happened on Good Friday was the final settlement of the difficulty between Italy and the United States. One paper says of it: "Upon a great Christian anniversary like Good Friday, it is often difficult to find in the record of current events anything that very distinctly shows the influence of Christianity upon international conduct. To-day, however, we have to chronicle what is, at least, one of the most and gracious forms of diplomatic action." The extension of means of communication is making the nations better acquainted, hence more friendly toward each other, and more likely to settle such disputes by peaceful means. The United States having agreed to pay the families of the victims certain sums, diplomatic relations will be resumed, and Italy will prepare to make a great display at the World's Fair.

The teacher might ask the school to relate the circumstances that gave rise to the difficulty. What is international law? What does the breaking off of diplomatic relations usually mean? Much help in studying this and other leading questions will be found in OUR TIMES.

Mind Charts.

By ALEX. E. FRYE, Superintendent of Schools, San Bernardino, Cal.

What wonder that the Spartan youth could conceal the young fox beneath his tunic, and allow it to gnaw out his vitals, without showing his anguish by look or word.

What wonder that the Spartan mother could say to her boy, "Return with your shield, or upon it." To endure and be brave was the aim of their training, the ideal of the race.

The motive of a people shapes its education. The Indian boy is taught to shoot, to run, and to bear torture, because that is the Indian standard of manliness. The Chinese boy is held to the painful memorizing of sacred laws, because such is the Chinese estimate of scholarly attainment.

During the Dark Ages, the measure of manhood was found in the strong arm, the stout heart, and chivalrous spirit. But when the great wave of revival in learning swept over Europe, breaking at a later day upon our shores, the early ideals were engulfed. One thought alone rose on the tide above all others, viz., that the end of education is *knowledge*.

With this new motive, children's minds were treated as storehouses of facts; examinations were upon facts; promotions were based upon readiness to state a certain percentage of facts at a given time; school books became cyclopedias; and surfeiting of minds was the order of the day.

Again the ideal grew,—the motive changed. *To-day the end of education is that power which comes of culture. The standard is no longer what a pupil knows, but what he can do because of what he is.*

The proper way to examine a child is to teach him a new subject, and observe what activity he can bring to bear. And who is better able to judge this power than the teacher who daily presents new work for his mastery?

What a farce for any school officer,—be he superintendent, principal, member of a county board or other,—to presume to judge of a pupil's power to master a new subject, by giving him a few questions to test his memory of facts; when there stands a teacher who has observed the boy almost daily for a year, as his mind has grappled with subject after subject. The teacher alone has the right to be heard.

Nor is the pupil without his right also. Habit is the reflection of activity, and the kind of activity determines the quality of the habit. A pupil should always rank with his equals in power, in order that he may be held to work at the top of effort, and thus give his habits the best possible basis. Therefore, the *right* to promotion is earned the very instant he proves his *POWER TO DO THE WORK OF THE GRADE NEXT HIGHER*.

Many progressive teachers are striving to promote on this basis, yet a serious defect is apparent. No means has been devised to *systematize the examination for power*, and to *record the results*. Hence, the *general notion* that a pupil can do the work of a higher grade suffices to advance him.

Such a plan is vastly superior to that of promotion on the ground of knowledge, as shown by oral or written examinations; yet it fails to locate and strengthen the weak spots in the individual mind.

To illustrate: A child enters school, weak in *form perception*. The defect is not noticed, because there is no critical examination of the mind. Day after day comes failure in his number lessons, because he cannot visualize forms, and thus discover the relations of quantity. His reading is mechanical; no forms rise up to stimulate expression.

Later, history is tried, but what a failure! No pass of Thermopylae, no crescent Marathon, no sea-born Salamis, no clustering Cheviots, no sea-girt Bunker Hill, no cloud-capped Mission Ridge. He turns to literature, but what to his weak vision are the beautiful vales of Cashmere, the smiling meadows of Arcadia, the crystal sheet Loch Lomond, or towering peak Ben Nevis?

Geography? A world of form. He sees no Titicaca.

sleeping in the highland chamber of the Andes. For him there are no giant Himalayas, no Falls of Victoria, no boundless Selvas.

Disheartened, yet striving still, he turns to geometry. But here all is *form*! Finally relief is found in leaving school, and the very doors as they close behind him seem to voice the thought of the teacher, "Stupid boy!"

Heedless teacher, yours the fault! Five minutes' examination, when first he entered school, and his mind would have been on record,—*weak in power to perceive form*. Then every energy would have been bent to strengthen that faculty. Day after day, he would have been encouraged to model fruits or other forms, in clay. Week after week, he would have built the hills and valleys (of his school district) in sand, till the world of forms stood revealed to his developed senses.

The slender rill had strayed,
But for the slanting stone,
To evening's ocean, with the tangled braid
Of foam-flecked Oregon.—Holmes.

Teachers know full well that the above picture is not overdrawn. That boy can be found to-day in almost any school, and the chances are that in every large city his name is legion.

It is to require teachers to study the minds of their pupils, to encourage them to teach for development, to establish a basis of promotion in a record of individual power, and thus to systematize the work now being done by many progressive teachers, that the following system of "MIND CHARTS" has been devised.

The plan is well under way in our city (San Bernardino, Cal.), and the results are almost astounding. Never before have the teachers been stimulated to such careful study of the minds of their pupils. Defects are being discovered and remedied in such manner as to change the very nature of some children.

Above all, the motives of the teachers are changing, and on all sides can be seen new methods and devices, looking to the development of power in the children. There is no requirement as to amount of subject-matter. There are only lines of work suggested, and each teacher is absolutely free to use any subject-matter she may think best suited to unfold the minds under her care, well knowing that the door of the grade next higher must open at *any time* to admit any pupil she may recommend for promotion.

But the chief value of the "Mind Charts" is in the fact that they secure for each mind—a most searching examination at least twice a year,—yes, we may say, a continuous examination which insures the discovery and strengthening of any weak elements that may exist.

"Yes," say the doubters, "good teachers can carry out such a plan, but what of the hundreds, yea, thousands of ignorant teachers? Can they comprehend such a scheme?" To this question I would make answer, "No, they cannot; neither can they succeed with any other, and the sooner we raise the standard of our profession so as to crowd out such teachers the sooner shall we make it imperative to employ only good teachers. I consider any plan a good one which aids in ridding our schools of ignorant teachers. Too long, already, have we made courses of study, and fitted the work to make it possible for ignorant and untrained school-keepers to ruin the children. Now let us try to do something for earnest, progressive teachers. Let us try to hold up a high ideal, and encourage the best—yes, all,—to strive towards it. There is no surer way to raise the standard of our profession.

Moreover, no person was ever injured by working from a lofty motive; and even the poorest teacher will be improved if he tries to study the minds of his pupils, however far he may fall short of perfection. Such a teacher has nothing to lose, but all to gain.

The following plate and explanation will illustrate the working of the plan. This chart is for use in the kindergarten and lowest four primary grades. As the pupils in the higher grades have never had the benefit of a careful examination of their minds in these essential elements, we are this year using this primary chart in all grades from the entering primary to the graduating

high, notwithstanding we have a special chart for grammar or middle grades, and another for the high school.

MIND CHART, No. 1—Primary.

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NAME _____ BORN _____ 18 _____

TEMPERAMENT _____

CONSTITUTION _____

SENSE DEFECTS _____

	Color.	Outline.	Form.	Number.	Location.	Space.	Rhythm.	Pitch.
PERCEIVE:								
IMAGE:								
RETAIN:								

	Humane.	Truthful.	Polite.	Punctual.	Tidy.	Obedient.	Attentive.	Careful.	Persistent.
MORALS AND HABITS: ..									

	Make.	Model.	Paint.	Drape.	Knot.	Describe.	Pronounce.	Write.	Spell.	Sing.	Play.
EXPRESSION: ..											

KNOWLEDGE: .. {Record of this Element of Power is made in the Course of Study.

RECOMMENDED FROM GRADE _____ TO GRADE _____

TEACHER _____ DATE _____ 189 _____

(This chart is to be used in the kindergarten and primary grades.)

It is suggested that pupils be marked on a scale of *three*. The figure 1 placed in any square will signify good; 2, fair; 3, poor.

Each brace on the chart connects two rows of squares. Fill the upper row (in each brace) during the first twelve weeks of school, and the lower row when the pupil is promoted, or during the last four weeks of the school year.

In filling the blanks, observe the following directions:

NAME,—of pupil. BORN,—month and year.

TEMPERAMENT. Select from the following words in *italics*, the one or more that best describes the usual mental and physical state of the pupil: *nervous*, easily excited or agitated, sensitive; *calm*, not easily swayed by passion, self-restrained; *hopeful*, inclined to look on the bright side of life, buoyant; *gloomy*, easily disheartened, sad, downcast; *active*, full of vigor and energy; *sluggish*, dull, lazy, slow of motion.

CONSTITUTION—*robust*, strong to endure, vigorous, healthy; *fair*, of ordinary health and endurance; *weak*, feeble, wanting physical strength.

SENSE DEFECTS,—*deaf*, *color-blind*; *near*, *far*, or *weak-sighted*.

Only a few devices are suggested below to explain the meanings of the terms. It may prove helpful to recall that the true way to examine is to teach, and observe what power is brought into action; for, the device which best arouses and directs activity of mind is, for that very reason, the best means of examining the mind.

PERCEIVE, *color*. Can the pupil quickly and accurately match and sort colored objects, such as flowers, worsteds, ribbons?

IMAGE, *color*. Place a color before him for an instant, remove it and ask him to select from a large group of colored objects all that resemble the sample.

RETAIN, *color*. Show a color and ask him to bring to school next day an object of the same color, or to name objects seen a week or month before.

PERCEIVE, *outline*. Drawing is the best device to lead pupils to perceive outlines, and therefore the best test of the power. With the objects present, can the pupils draw outlines of leaves,

flowers, brooks, clouds, etc.? Note, also, how readily he learns to make the script letters.

IMAGE, outline. Show an object, remove it, and ask him to draw or describe its shape.

RETAIN, outline. Ask him to draw from memory a leaf or flower, studied a long time before.

PERCEIVE, form. Modeling is the best device for form study. (1.) Place a form (potato, apple, dish) where it may be both handled and seen. Let the pupil model it in clay. (2.) Model such a form by using *touch* alone; i. e., in a dark room, or with the eyes closed. (3.) Model a form that can be seen, but not touched (a hill or valley, in sand or clay), to test light and shade perception which enables pupils to judge of form by sight.

IMAGE, form. Let him *handle and see* a fruit or other form. Cover the form and let him model it. Note: This power to image or visualize form is perhaps the most important element in all primary teaching.

RETAIN, form. Model from memory objects studied a long time before.

PERCEIVE, number. Test the pupil's ability to perceive quickly three, four, five objects (petals, leaves, claws, sounds, dots) in all manner of grouping. Do not allow time to count by ones or twos. Sense the number instantly.

IMAGE, number. This will depend upon his power to image forms. Show groups of objects variously arranged; remove them and ask him to describe their positions, draw or rearrange the groups, putting the proper numbers together.

RETAIN, number. A week or month after giving a lesson upon plants or animals, question him as to the number of parts,—petals, sepals, ribs, teeth, etc.

PERCEIVE, location. Let the pupil draw an animal, tree, building, school-yard, or map of district. See if the parts are properly related as to direction and distance.

IMAGE, location. Direct him to look at a building, garden, or flower, then turn away and draw or describe the location of the various parts.

RETAIN, location. Describe or draw from memory any of the above, long after they have been studied.

PERCEIVE, space. Look at a line of any length,—an inch, yard or rod. Let him try to draw or pace a line of the same length, with the original in sight. Try a similar experiment with a square, circle, or irregular form; then with a cubic foot, peck, or cord.

IMAGE, space. Give the same tests as above, removing the various standards from sight, after observing them.

RETAIN, space. Try to draw lines showing the dimensions of objects that have not been seen for a long time.

PERCEIVE, rhythm. Can the pupil keep step with others to a drum or bell; can he count aloud to the regular tick of the clock; can he tap or sing in two-part measures, with regular accent (strong-weak, strong-weak); or in three-part measures (strong-weak-weak, strong-weak-weak), keeping exact time to a weight swinging on a string?

IMAGE, rhythm. Can he continue to do the above regularly, after the drum, bell, clock, or metronome ceases?

RETAIN, rhythm. Does it require many drill lessons on time, in marching, reading, or singing, to fix the recurring accents?

PERCEIVE, pitch. Only *relative* pitch is to be noted. Sing or play a tone. Can the pupil repeat it accurately? Can he sing the scale correctly, after having heard it many times?

IMAGE, pitch. After he can sing the scale readily, can he take any given tone, as *do*, and at once sing the scale based on it? If any *tone* is sounded, e. g., *fa*, can he quickly complete the scale upwards and downwards? Can he sing the various intervals from a modulator? In short, if any *tone* is sounded can he image its place with regard to the other tones of the scale? This is the basis of music reading.

RETAIN, pitch. Does he learn readily to sing by rote? Does he require oft-repeated drill in singing the various intervals of the scale from a modulator?

N. B.—The above tests are all to be made while actually teaching the pupil.

The day is not far distant when the work of the primary grades (first four years in school) will consist almost wholly of nature study, with modeling, drawing, describing, etc., used merely as devices to incite the mind to act upon nature, and to give direction to its activity. Then the necessity for a chart of the mind will be still more apparent.

MORALS AND HABITS. The terms of this series need no explanation. They are to be given their common meanings, e. g., *humane*, kind to animals.

EXPRESSION. A little light can be thrown on these words, as follows: *make*, to cut outlines, sew, cook, whittle, saw, etc.; *model*, in clay or sand; *paint*, with oil, water or crayon colors; *read*, to think the thoughts after an author, and to express them in the words of the text; *describe*, to express thought by oral or written language; *pronounce*, to give proper sound and accent to words; *write*, to make the letters with accuracy and speed; *spell*, to form a *habit of writing* words correctly; *sing*, look to both quality of tone and skill in reading music; *play*,—upon any musical instrument.

RECOMMENDED. The teacher recommending a pupil for any

class will fill the two lines at the bottom of the chart, and notify the superintendent, who will issue a promotion card, as follows:

SAN BERNARDINO PUBLIC SCHOOLS.	
THIS CERTIFIES THAT	
Is entitled to promotion from	
Grade.....	to Grade.....
18.....	
Teacher.....	
Supt. of Schools.....	

This promotion card will also serve as a card of transfer to any school.

The receiving teacher will at once begin to fill a new blank for the pupil, based upon personal examination of power.

All Mind Charts, with blanks properly filled, are to be filed in the superintendent's office at least one week before the end of the school year, in order that promotion cards may be issued to pupils who receive the teacher's recommendation.

PRACTICAL WORKING.

Each teacher in the city was requested to select *one* pupil only, and fill out a chart for him. The work of our teachers' meetings was then to explain the results. That is, each teacher described the tests she made, and stated the effect upon the child. This familiarized all with the terms used, and also gave a broad basis for studying all other pupils.

The next step was to mark the temperaments of all children in the city. These were classified, and methods of treatment were discussed. In a future article, I will endeavor to discuss the few types, and state the effects of the various modes of treatment.

In succession, we are now considering the various topics on the chart, studying all pupils. As weak spots in the minds are discovered, we set about to strengthen, and no teacher recognizes any requirement except to detect and try to develop these latent faculties, capacities, and powers.

To the end that we may improve in the study of child mind, we invite the criticism and suggestion of all.

The Ethics of Dress.

By A. M. C., Milford, Mass.

Is tasteful dress one factor of a teacher's success? One would think so, judging from the naive comments of the children. Among teachers, opinion is divided, some claiming that it is due to their pupils to be always nicely and becomingly attired, while others, looking at the economic side, think that the school-room is a good place to wear out old dresses, since, "The children don't notice, and they seldom have visitors." Do such teachers feel rebuked or complimented at the pleased, surprised looks, and often the question that greets them, "Are we going to have company, teacher?" as occasionally they exchange their time-worn, old-style dress, for one new and pleasing. Only the teacher understands the peculiar school-room soil that unfits the every-day dress for service out of school, especially if, as in rural towns, she may have to perform the duties of janitor. In schools where the terms are short, and the compensation small, the teacher may feel obliged to widen her margin by a severe economy. If by so doing she lessens her influence in the school-room, is not the blame with those who employ her? In visiting schools did you ever notice that the teachers most painstaking in their dress, had the most neatly dressed pupils? So forceful is example, and so natural is it for the young to imitate what they admire. Ought teachers plain in person to give becoming dress especial thought? If beauty is enhanced by lovely dress, is not plainness brought out more strikingly by unbecoming attire? It is hardly possible to bring too much of warmth and brightness of color into the primary school-room, for the children love it so. I have known primary teachers to leave the quiet, subdued colors, that they found serviceable and to their taste, for the colors that were pleasing to their children. If dress is an educator, if it contributes to the child's happiness, if it has to do with a teacher's success or failure, surely, "How to dress," is not a society problem, alone, but a question to be thought out by every school-room worker.

PRIMARY METHODS

The Children's Triumph.

The Sunbeams came to my window
And said, "Come out and see
The sparkle on the river,
The blossom on the tree!"
But never a moment parleyed I
With the bright-haired Sunbeams' call;
Though their dazzling hands on the leaf they laid,
I drew it away to the curtain shade,
Whence the Sunbeam could not fall.

The Robins came to my window,
And said, "Come out and sing!
Come out and join the chorus
Of the festival of spring!"
But never a carol would I trill
In the festival of May;
But I sat alone in my shadowy room,
And worked away in its quiet gloom,
And the Robins flew away.

The children came to my window,
And said, "Come out and play!
Come out with us in the sunshine,
'Tis such a glorious day!"
Then never another word I wrote,
And my desk was put away!
When the children called me, what could I do!
The Robins might fail, and the Sunbeams too,
But the children won the day.

—Francis Ridley Havergal.

Physical Culture. IX.

By R. ANNA MORRIS, Supervisor of Physical Culture, Des Moines, Ia.

(Take eight or sixteen counts to each change of movement.)

Position: Stand erect, chest up, hips back; hold the wand vertically at the right side, with the lower end resting on forefinger. By signals, or counts, catch wand with left hand and bring it to front, horizontal, arms straight down, backs of hands out, hands dividing the wand into thirds, or held as far apart as the shoulders are broad.

1. Bend the arms, bringing the wand to chest; then down to position.

2. Raise the elbows shoulder high, bringing wand to chest; back to position.

3. 1, 2, charge right foot forward diagonally right; at the same time raise wand slowly over head; 3, 4, bring both foot and wand back to position. Same to left; alternate. (See figure.)

4. Raise right hand to left shoulder, keeping left hand down at side. Same with left; alternate.

5. 1, raise right hand to left shoulder; 2, bring wand to second position; 3, lower right hand at side, and bring left hand to right shoulder; 4, horizontal position. Reverse.

6. 1, swing wand, arms straight, shoulder high, front; 2, from this position, by twisting waist and turning shoulders, swing wand to right, parallel with the wall, shoulder high; 3, come back to first move; 4, horizontal position. To left the same.

7. 1, face right and bring wand to chest; 2, wand shoulder high front, arms straight; 3, wand on chest; 4, wand over head, arms straight; 5, wand on shoulders, back of head; 6, wand over head, arms straight; 7, wand to chest; 8, face front, wand down. Take the same exercise to the front; to the left; and to the front again, resting wand at fifth count, on the shoulders.

8. Waist motion. 1, turn shoulders to right, keeping feet firmly in place; 2, turn front; 3, turn shoulders left; 4, turn front. Repeat.

9. Slowly bring wand, arms straight, down to front horizontal position, eight counts.

10. 1, 2, bring wand to chest; at same time step right foot diagonally back; 3, 4, come to position; slowly alternate, stepping back with right and left foot.

11. *Shooting Motion*.—Charge the right foot obliquely forward, extend right arm and wand in the same direction of the step; bring wand back to chest and foot to place. Same to left.



12. *Kneeling Exercise*.—Pupils face right in the aisles, put back the right foot and slowly kneel on right knee, at the same time raising wand over head. Rise and bring wand down in front. Same, stepping back with the left foot.

At the close of the wand drill, the pupils will carry the wands to vertical at the side and execute a marching drill, introducing pretty changes with different positions of the wands—carry them over the head, in front, at the right side, at the left side, etc. When the marching is finished the pupils will place the wands in the rack and pass to seats.

Let a short breathing exercise follow:

1. Inhale—hold breath—raise elbows shoulder high and tap upon the chest with fingers; exhale slowly.

2. Take a full breath, then throw it out sounding *h* successively several times, as in panting.

3. Inhale—exhale sounding *oh, ah*.

4. Inhale—count forty in good even time on one breath.

(This lesson is taken, by permission of the publisher, from Miss Morris' *Manual of Physical Education*, published by the American Book Co. Price, \$1.00.)

Early Lessons in Form Expression.

By GRACE HOOPER, Rice Training School, Boston, Mass.

TRIANGULAR PRISMS.

There are two triangular prisms, one of which has a right angled face, the other an equilateral triangled face. Perhaps it would be best to familiarize the child with both, although the latter is more commonly used in the models. The former can be made by the children themselves.

METHOD.

Let us again make a square prism from the clay, and after you have nicely formed it, take the thread and place it diagonally across the square face. Draw the thread evenly down by the long edges, and let the prism fall apart. After our forms dry we will study them.

STUDY.

Tell me about the surface? "It is divided into five faces." And these faces are—? "Three are *oblongs*, but I do not know the name of the other two." No; that is a new shape and we name it, a *triangle*. (Fig. 1.) How many edges has this trian-



Fig. 1.

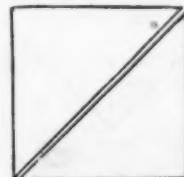


Fig. 2.

gle face? "Three, and three angles." How many edges in the block? "Nine," is right, James, and "six corners," is also right,

Anna. Charles may come and place his finger on all the parallel edges, and the rest find them on *their* blocks. Harry, find the square corners on the triangle face. "There is only one on each face." What did the children do to the other right angles? "We cut them through the middle." I will give you a paper square and you may cut that in the same way. "It makes two triangles." (Fig. 2.) Right; and you see each triangle has one right angle, and two halves of right angles. These angles we name, *acute angles*. I will show you some on the board; here are some in this fan. (Fig. 3.) We can fold one on paper, etc.



Fig. 3.

STICK-LAYING.

Let us see if we cannot invent some pretty little figures containing acute angles. I will select some of the best to be put on the board with chalk. (Fig. 4 and 5.)

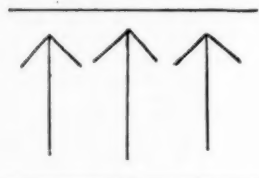


Fig. 4.

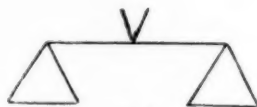


Fig. 5.

ARRANGEMENT.

Tell me the story of the paper tablets on your desks. "They are triangles, containing one right angle and two acute angles."

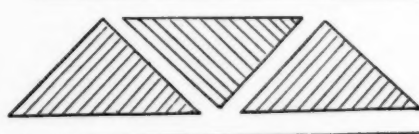


Fig. 6.

Place them to make a border as I show you on the board. (Fig. 6.) I want to have some very nice examples of these borders drawn on paper. Lay the border evenly. Place points at each angle, with the pencil, then take off the tablet and draw the lines. For a finish we will enclose our border by horizontal parallel lines called margin lines. Take the large brown paper square and place a triangle on each diameter the same distance from the center; then place a circle for the center, and we have a pretty figure like this. (Fig. 7.) We will draw this also. Hold the pencil correctly and make neat lines.

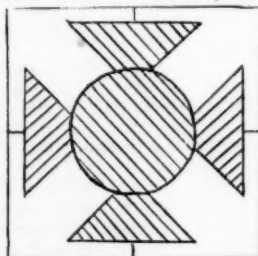


Fig. 7.

PAPER CUTTING.

Fold one of the brown paper squares for diameters. Fold diagonally across each small square. Cut across on these diagonals. What have we cut off? "Four triangles." Find the acute angles in each and mark them. Fold another square into four small squares. Cut down one-half a diameter. Fold and cut out an acute angle (Fig. 8). Fold into sixteen small squares.

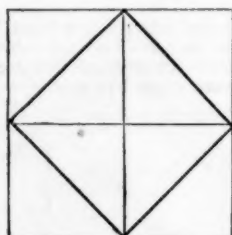


Fig. 8.

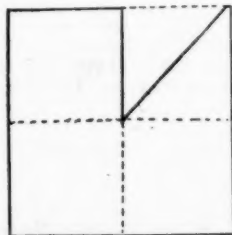


Fig. 9.

Cut on the diameters from the ends half way to the center. Fold from bottom of cut to corners. Cut on the folds (Fig. 9). Many other forms may be dictated in the same way (Figs. 10 and 11).

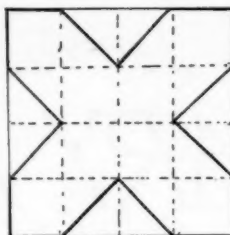


Fig. 10.

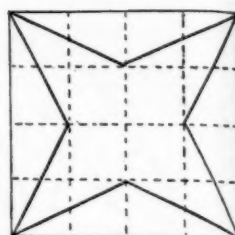


Fig. 11.

EQUILATERAL TRIANGULAR PRISM (Fig. 12).

What would the children name this large block I am holding? "Triangular Prism." Why do you think so? "Because it has two triangle faces." True; then we have studied it once, have we not? The first impression is "Yes;" then there is a little hesitation. "I do not think it is just like the one we made." Why, what difference is there? Let us take the former block and compare the two. "I do not see any right angle," says one. "All the angles are *acute*," from another. "The edges of the triangle are the same length, and in the first, one is longer."

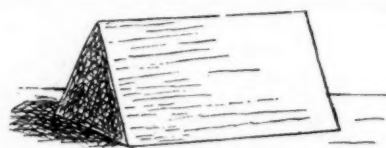


Fig. 12.

"The oblong faces are the same size, and in the other, one is wider than the other two." Then we must conclude that the blocks are *not just alike*, although it is true both are triangular prisms. This triangle is *equilateral*, and the block is named from that.

MODELING.

We cannot cut this prism from a square prism, but must form it carefully with our fingers. It is a little difficult to make each face even and alike. If we roll it first, roughly into a cylinder shape, then gradually work out the faces, it will be easier for us.

Number as "She is Taught."

By A VISITOR.

We enter the large school-room filled with pretty children, just as Miss Alert is calling out a class in number.

The children come tumbling down the aisles to the block table, as if the last train to Knowledge Land were about to start.

Did we say *all*? No; a few boys bring up the rear following on as if to attend their own execution. Miss Alert is tall and vigorous. Nerve speaks in her flushed cheek and glittering eye, in the half-unconscious swaying of her form and the trembling of her hands. In the fifteen children who stand before her, a few, perhaps six, are able to meet her on her own ground. A number are indifferent, but the greater number look disturbed—apprehensive. "Attention."

"Now, little children, we have no time to waste over our lesson to-day. *Think quickly*, and see how many times we can go around the class." Then the bombarding begins. Like a fusillade of shot come the questions of the teacher. Less than half answer promptly, but we cannot quite understand why they should. Many of these children do not seem to be paying much attention. Yet when their turn comes the answer is invariably correct.

"*What's one-half of ten?*"

Little blue-eyed Jennie looks frightened and hesitates for one second. Alas! he who hesitates is lost.

"Next!"

Heavy Ned looks vacantly at Miss Alert and "Next!" rings out again in sharp staccato trill. Gladys has been clasping her hands and moving from one foot to another. "Seven, seven, seven," she is murmuring to herself. Bessie is not attentive and loses the question.

Now it has come! Miss Alert fixes her with her bright eyes. All her knowledge vanishes. "Six!" murmurs the little pale lips.

"Next!" a trifle sharply, and Harry answers correctly, although he has been inspecting the visitor's bonnet ever since she arrived. So it goes on, a rattling fire of questions.

A few answer without much effort; a few try very hard. It is a little painful to watch their eager faces, some pale, others flushed. The almost wild joy at a correct answer is nearly as piteous as the despair of the failure, or the abandonment of the few to try any thinking at all.

One boy has attracted special attention both by his nonchalant air and the absolute ease with which he has rattled off his answers. A little splint has been given for each correct answer. In the final counting up this boy has fifteen, while the child who ranks next holds only nine. Five of the pupils have one and the others from two to four apiece. "A wonderful scholar," says Miss Alert when she is questioned concerning him. "His work is mere play to him. Gladys? Very dull; never will do anything."

The visitor murmurs something about "more time." "More time!" almost screams Miss Alert; "why, the beauty of number work is its rapidity."

No one can accuse her of violating this rule. She has peppered the children with small shot, skated up and down the class, swooped widely here and there upon some luckless youngster.

The visitor asks to look at the slates. Gladys' is almost perfect in correctness and very neatly done. The visitor cannot resist giving her a sly caress and whispering, "That is a beautiful slate, dear." How the little pale face lights up! There are other excellent slates from some who did not get a splint in the class.

A moment later the visitor is on her way down town ruminating over the problem that has been suggested:

The hard workers go to the bottom because all available knowledge, does not lie at the surface, and some minds work slowly. At the top come gayly sailing those who have made little effort. Such is life.

Plant Life. VIII.

By MARA L. PRATT, Author of Fairy Land of Flowers.

And now the flowers themselves are beginning to come. And they are no strangers to us. Indeed, after all we have talked about them, after what we have been told of their habits, they are like old friends as they approach us now.

There is that funny little Jack who is ready to lecture us on botany or morality—whichever you please—from his odd little pulpit. Look at him (in the picture). Does he not look in very truth like the priest all shaven and shorn? And he is very wise. He knows each one of his flower people; he knows their families and all their traits.

Listen! Let him talk to us. Surely he ought to be able to tell us, perhaps, more than we could learn for ourselves in a long time.



"JACK-IN-THE PULPIT."

Now here is the little Hepatica that comes one of the earliest of early spring, a pretty little purple or dark-red flower. And notice its coarse, thick leaves. They look like last year's leaves, for all the world. Indeed that is just what they are. There are some plants, this Hepatica and the Trailing Arbutus, for example, that are so very "fore-handed," they begin to do their next year's work the year before, and get as far as having their leaves all grown. These leaves lie under the snow through the long winter; so it is little wonder that when spring comes the leaves and the delicate flowers seem some way not quite in time.

But notice, too, the color, and the shape of these leaves. Now this plant's name you will remember is Hepatica; it has another name too. In some parts of the country it is always called by the other name Liverwort. Now the word *hepatic* is a medical word. It comes from the Latin word *hepaticus* that means liver.

Now why in the world do you suppose this plant has come to be named, in Latin, the liver-plant? Well, there are two reasons often given: one, that these old dark-colored leaves are of the liver's color; the other, that the leaves are three-lobed like the liver.

Now let us look at the flower itself. And right here let me tell you that this little plant has a host of brothers and sisters. The family name is Crowfoot. Just as your family name is Smith or Brown or Jones; then in your family are John and May and Ruth and Frank—but all Smiths or Browns or Joneses.

So this one child of the Crowfoot family, we may as well learn now at once to call Hepatica Crowfoot. A strange name? Yes; to us; but remember that to the flowers Johnny Jones, maybe, is an equally strange name.

Now all the members of this Crowfoot family have certain general characteristics; they look somewhat alike, as is quite common, you know, in families. Now I know of a family of nine children, every one of which looks, it seems to me, just like the others. They have, every one of them, the funniest little round pug noses and the shiniest little black eyes,—indeed one cannot, to save his life, tell which of the family it is he sees in the street, when he meets one of these nine children.

The Crowfoot children are not so puzzling to distinguish one from the other as is this unfortunate family I have told you about; still they have certain characteristics common to them all. See!

Family Traits of the Crowfoot Family.	Compound, much-cut leaves.
	All their parts separate and inserted on the seed-cradle.
	No stipules.
	Many stamens and pistils.

Let us keep these "family traits" on the blackboard for future reference. Besides, you must write them in your blank-books.

Now to examine this particular Hepatica Crowfoot.

As we said before, the leaves are round and three-parted, some of them brown or reddish. Do you notice, too, that all grow in a bunch out of the ground? They do not grow up and down the stems as leaves usually do. The stems at the end of which the flower blossoms is bare its whole length. Such a stem is called a *scape*; so we may say the flower in the Hepatica plant grows on a scape. The leaves are netted-veined, you will notice; therefore we know the plant is an *exogen*.

Now look at the blossom! First of all, something is lacking. Either there are no sepals or no petals,—which is it? Sepals you will say, because these little parts of the flower, whichever they are, are bright-colored; and "the bright-colored part of the flower is the corolla always."

There you are mistaken. In botany you often hear of "petal-like sepals." And that is the case here. Really it is the corolla that is lacking. And you may as well pin that tight in your memory, that in the Crowfoot family *petals or sepals are often wanting*.

Now there is in this flower a little whorl just below the petals that do look almost as if they were sepals, but they are not. Pull them off and you'll find they are not connected with the flower as you thought. They are really only a little whorl of leaves.

Next as to stamens and pistils. See, how many there are! We should hardly care to bother to count them. So let us say, "Many stamens and pistils," and let it go at that.

Now let us press the Hepatica Crowfoot very carefully in a heavy book and lay it away for our next lesson. Our Jack-in-the-Pulpit has something for you in the next lesson that you will all agree is just the best fun in the world.

The Hepatica of the East is three-lobed, leaves roundish. The Hepatica of the West is *three* or five-lobed, the leaves somewhat sharply pointed.

Some authorities give these Crowfoots as with "corolla wanting;" others as "with calyx wanting." It makes little difference which we name it, if only we treat the plants uniformly.



"HEPATICA CROWFOOT."

The Holly-Tree Inn.

I once knew a lady who spent all her time in doing good. She felt very sad when she saw so many people ruined by strong drink. She thought there should be more places where people could get a cheap, clean meal, or a cool drink.



She said if working-men had a quiet room where they could get tea, coffee, or soup for a small price near their place of work, they would go less to bars and saloons.

So this lady opened a place near to a great factory in a city. She called it the Holly-Tree Inn. In winter it was bright and warm; in summer it was shady and cool. There were tables and chairs; pots of plants; books and papers to read; a wash-room with towels and soap.

On the wall she hung pictures, which taught a good moral; texts painted in gay colors; little songs and verses. She had a board for fox-and-geese; some dominoes, some checkers, and other games. She had a violin, an accordion, and a flute for those who would try and play.

At the Holly-Tree Inn you could get a big cup of tea and a roll for five cents. You could have a big cup of coffee or of milk instead of the tea, with the roll, for the same price. On the wall were large cards with these words:

"Hot coffee is up
At five cents a cup."
"The soup you get here
Is better than beer."
"If on good meat you dine,
You will never need wine."

These rhymes made people laugh. The soup was thick and good. A bowl of soup with bread, cost five cents. For ten cents one could get meat, bread, and potato; or, pork and beans; or fried eggs. The Holly-Tree Inn kept many men from the saloons.

(This article, with the illustration, is taken from the *Temperance Second Reader*, by permission of The National Temperance Society and Publication House, New York city.)

That Question of Spelling.

By K. L. B.

"I fear nothing until it comes to the spelling," says Miss B. with the calmness of despair, "then I quail."

"You echo my sentiments," remarks Miss L. "Could the experiences of the ordinary teacher be disclosed in book-form, would not the public shudder with us?"

"There is a mystery in it that I would like to see solved." This comes from little Miss B. "We begin in the very lowest grade of the primary. Think of the practice those little people have with words. Day after day pile up the reading lessons; writing, language, dictation; spelling, oral, written—by sound. Johnny Moore and Susie Blake and the rest are told daily how to spell 'were' and 'which.' Yet when the written test comes it is always 'wer' 'wear,' 'wich,' 'witch,' and so on."

"Poor little wretches," says Miss H. softly. "Can't you imagine their disconsolate heads bent over the slate; on which they are striving to write the word twenty times 'so they'll remember it after this.' Can you see that slate, my sister, grimy, dirty, with little rivulets of tears meandering their way across? But to-morrow it is just as likely to be 'wich,' still."

"You can sympathize with Billy Burroughs," says Miss L. "I can see him now; eyes alight with indignation, auburn locks standing upright. 'If r-o-a-s-t spells *roast*, why doesn't m-o-a-s-t spell *most*, and g-o-a-s-t ghost, I'd like to know, anyway?' he demands almost crying."

"Equal to my Harry Fraser," says Miss L. after the laughter has subsided. He spelled *naughty* without the *gh*. 'All nonsense having those old fool-letters in that; they don't know enough to say anything' was his opinion."

"By the way," remarks Miss B., "it is still considered reliable history that our ancestors were far better spellers than the present

generation; I wonder if it is reliable? I have been reading the diary and letters of my grandfather—a deacon, chairman of school committee, and member of the legislature for several terms. I must say *his* spelling was not perfect, yet he was a bright man, and knew his Addison and the Spectator."

"I wonder if your experience will tally with mine?" says Miss M. who has been silent up to this point. "I find a certain proportion of my children learn to read almost by instinct. All that is necessary to do is to give them a start. They pick out words, seemingly without aid of oral spelling or phonics or use of diacritical marks. They invariably spell correctly; they are the *natural* spellers. The others I dose with frequent lessons, much writing, much oral work, much use of phonics. Some of them improve a little as time goes on; the majority are always shaky—some hopeless."

"You have just described *my* situation," chorus the rest of the group involuntarily, half-rising from the steps where they are congregated. "The natural spellers will take care of themselves," says Miss P.; "our problem is with the *unnatural* ones. Granted for a moment that the past generation were such good spellers. Why didn't their posterity *inherit* the gift?" "Consider how much attention was paid to that branch of knowledge," says Miss L., "and the honor given it. To *spell* was deemed worthier than to read. Think of the spelling-matches in the school-house where the whole district came in. Every youngster, too, had to spell at home, as well. Why, almost half the time was given to spelling. It was the *crème de la crème* of the school menu."

"Yes," said Miss B., "think of our work now that reaches out into literature, art, and the natural sciences. We try to make the child feel akin with the universe. Must we give up all this breadth and beauty for the sake of the completeness of the other? Can the *two* be secured? Oh, *who* will roll away this stone for the teachers of the nineteenth century?" It is nearly sunset and the back yard of the great Gordon school is full of long shadows as the teachers rise and walk out of the back gate.

The following telegrams have been received in response to the request at the close of the article, "Send a Telegram," in the JOURNAL of April 2.—[ED.]

Apr. 16, 1892.

To Mrs. Webber,

Waukesha, Wis., 331 Main St.

Delayed at Wales. Received no injury.

HETTIE WEBBER.

San Antonio, Texas, Apr. 15, 1892.

To Mrs. E. R. Williams,

Georgetown, Texas.

Can't come. Train ran off track. Don't worry. Not hurt.

CATHERINE WILLIAMS.

Fargo, No. Dakota, Apr. 1, 1892.

To A. C. Smith,

Harlem, No. Dakota.

Train wrecked. No injury. Meet me the fifth.

WINNIE SMITH.

Mr. W. R. Ward,

1108 17th St., Altoona, Pa.

The engine is broken. I am not hurt.

WALTER WARD.

To George C. Lewis,

Kinsman, Ohio.

Boston, June 3, 1892.

Engine wrecked. No one hurt. Home Monday six P. M.

From CARRIE.

Salt Lake, Apr. 10, 1892.

For Mr. T. G. Phillips,

836 23d St., Ogden, Utah.

Engine broken; am safe; don't worry; be home soon.

ADAH PHILLIPS.

To the Editor of THE JOURNAL:—In THE JOURNAL of April 23, the illustration of the poem "Fairy Umbrellas," made the subject of a most delightful modeling lesson in our school. We made the sphere, and cut it into hemispheres. One-half of the sphere served for the top of the stool. From the other, with a thread we cut a slice, the plane of the sphere or circle; this segment the children shaped into a cylinder, then pointed it a little at each end to fit into the base (circle) and the top.

Behold an array of "Fairy Umbrellas!" We showed the illustration to the children and read it to them, naturally, as if we were telling your pretty story.

Washington, D. C.

LOUISE POLLOCK.

Busy Work.

(In compliance with a universal request for "Busy Work" for little children this column of THE SCHOOL JOURNAL is set apart. Little folks cannot always be kept on the "three R's." There is a natural psychological demand for relaxation and variety, and for something with which to busy the fingers. Teachers of primary rooms, especially those who "have so many children they don't know what to do," have resorted to all sorts of expedients to keep the little hands out of mischief. These expedients have not always been wisely selected, and have not been educative in their use or tendency. It is of very little worth to give children "things to play with," unless that play is educative in the Froebelian sense, and is as much a part of their mental training as any other part of the school regime. Several faults stand out in the employment of "busy work" by teachers. They do not always insist upon carefulness and accuracy in the doing of this work. The same carelessness which is condoned in this manual training will reappear all through their other work, and a lack of thoroughness is thus permitted to enter into the child's character. Again children are allowed the use of material for so long a time as to wear out the enjoyment of it. The greatest skill is necessary to know how much and how little of this work can be given to children, and still leave them with a desire for more. If each child could have its own box of materials, a sense of ownership in it would greatly increase the value of the exercise in the child mind.)

Sliced Sentences.

Material:—Strips of cardboard wide enough for the five spaces of correct script. Carefully written on the cardboard, sentences such as these:

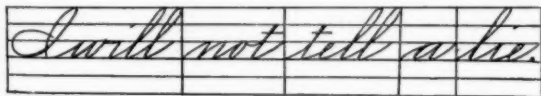
I will try to be kind to all.
I will try to be polite at all times.
I will try not to come late to school.
I will try to please at home and at school.
I will not tease little brother or sister.
I will not tell a lie.
I will not steal, not even a pin.
I will not hurt anyone.
I will not be rough or rude.
I will not idle away my time.

The words "I will try," and "I will not," are not duplicated, as the same card may be used for two sentences. The sentences are cut into separate words. Spaced writing paper, and pencils.

Aim.—To educate the children in morals and manners. To bring the ideas before their minds, serving as a primary lesson in ethics.

Method.—Give each child as many selected pieces as will form four sentences.

The cards given to each pupil should be alike. (Words composing about four sentences make enough for one lesson.) The teacher carefully writes the four sentences on the board. The pupils place their cards or puzzle to correspond with the sentences on the board, then write the sentences on their spaced paper.



The teacher saves herself work in keeping each child's allotment in a separate box.
Trenton, N. J. E. H. W.

The Square Sheet in Drawing.

For an introductory exercise, the pupil should study the form features of the sheet before him; he should count and describe the edges, corners, and angles.—"One edge in front (or below), one edge behind (or above), one edge on the right, one edge on the left."—"The front (lower) edge and right edge form a corner—the right front (lower) corner; the front edge and left edge form a corner—the left front (upper) corner;" etc.—"The front (lower) edge and back (upper) edge run from right to left;" etc.—"The right and left edges are in the same direction (from front to back) or parallel; the front and back edges are in the same direction (from right to left) or parallel."—"The left edge makes a right angle with the front edge,—the left edge is perpendicular to the front edge,—the front edge is perpendicular to the left edge,—the left and front edges are perpendicular to each other," etc.—"The lower and upper edges are horizontal, the right and left edges are

* The following facts may here be fixed in lively conversation with the children: "The vertical crease passes through the middle of the paper; it is a diameter of the square; it cuts the paper into two equal oblongs; each oblong is the half of the square; the vertical diameter bisects the square; it bisects the front edge; it bisects the back edge; it is parallel to the right and left edges; perpendicular to the front and back edges," etc.

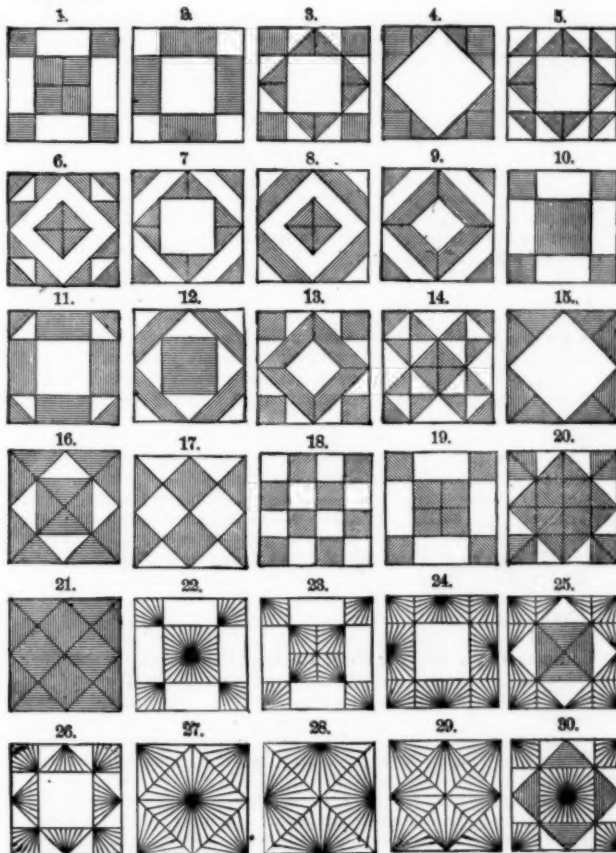
† Here facts like these may be brought out in conversation: "The horizontal diameter bisects the right and left edges; it bisects the vertical diameter; the two diameters bisect each other; the two diameters cross at the center of the square; they divide the sheet into four equal squares," etc.

‡ Here the fact that the paper is divided into smaller squares may be noticed, and the squares counted:—"How many rows of squares from right to left; how many from front to back; how many squares in each row; how many in the paper?"—"The number of creases, their relative directions, the angles which they form, and other things may be noticed and distinctly announced by the children in full, clear sentences, until they are quite familiar with the paper and love it for the pleasure obtained from it.

vertical."—Place the fore-finger of the left hand on the front edge,—the fore-finger of the right hand on the edge parallel to this, on an edge perpendicular to it, on the opposite edge, on an adjacent edge, etc.—Place the fore-fingers on the edges, forming the left front corner, the left back corner, etc.] In all these exercises the technical terms—italicized above—should be freely used.

For the first exercises in drawing, the paper is prepared as follows, the teacher dictating: "Place the sheet before you with two edges running from right to left, and two from front to back.—Place the right edge on the left edge, and crease the paper in the fold.—Open the paper*.—Front edge on back edge; crease; open.—Right edge on vertical diameter (or crease); crease; open. Left edge on vertical diameter; crease; open. Front edge on horizontal diameter; crease; open. Back edge on horizontal diameter; crease; open."

The thirty-five suggestive figures of the subjoined plate indicate how, with the help of the sheet creased into sixteen square inches, as the above dictation teaches, the teacher may secure automatism in drawing straight lines, parallel and diverging, in all directions.

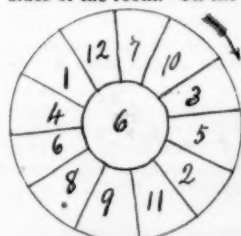


(This article, with the illustrations, is from Hailmann's *Primary Methods*, by permission of the American Book Co., the publishers.)

A Number Game.

By ELIZABETH T. COOLIDGE, Chicago, Ill.

Divide your class into two divisions, corresponding to the two sides of the room. On the blackboard opposite each division draw a circle like the above, having different figures in the center.



The arrow indicates starting point and direction. The number in the center is to be added to each of those in the ring.

Allow each side to answer in turn and the side which gets back to the arrow first wins the game. Keep a record of games on blackboard and you will find the interest unflagging from day to day.

Accidentally an additional element of interest has attached itself to our game. We had talked of the Pygmies and their great neighbor Antæus, around whose eye, which was as large as a wagon-wheel, the tiny Pygmy boys ran races. When the wheels first went on the board they suggested the story, and now when asked what they are going to do with them, my children answer very eagerly:—"Run races round Antæus' eye."

A Child's Birthright.

By E. D. K., New York City.

What is this birthright? To be able to enjoy as full country freedom at this season of the year as the birds that have come back from their winter trip, or the ice-imprisoned brook that started again when spring whispered of green meadows, and renewed frolics with the pebbles that had not had a single whirl all winter.

If there is anything pathetic it is to see children shut up in a city this springtime, so ignorant of what the season's glories and delights really are, that they pay no attention to the few opportunities they do have to revel in Nature's spring opening. They have never been taught to look for these signs of coming glory. These mean but little to them because they have not been trained to observe or admire the annual bursting into new life of the little vegetation about them.

Within a few rods of THE JOURNAL office, can be seen, any day after school hours, a street full of boys and girls on bicycles and roller skates, enjoying to the utmost these healthful exercises. That is all right! not one too many wheels or rollers. But look around and see what there is for them to see just now.

Close by this play ground of a smoothly-paved street is a row of elegant residences. Their owners have been working a miracle in the little oblong front yards, by lifting their winter covering; and lo! green velvet appears. What a joy! What a rest for tired eyes that have seen only brown stone and brick for over half a year! How it invites to a nearer approach, if one only could get the hand through the iron fence for a veritable caress! These bits of emerald carpets have, beside, a moral force; they uplift the tired soul to a hope and faith of a sure return of good things after every "winter of discontent."

Of course children are not expected to see any hidden significance in this sudden revelation, but do they notice these yards at all? There is no sign of it.

But they can be taught to watch for first signs of bursting life in every shrub and tree about them, as desert travelers long and watch for the first indications of an oasis, where refreshment and beauty wait for them. These city-born children do not know their lot has been cast in a desert of streets and houses, any more than canary-birds know they ought not to be in cages. They have never known anything else, and their eyes and souls are shut to the fact that they are sustaining the greatest loss that can ever come to them—save honor—in losing a childhood with nature. True, they go to the parks and see ornamented nature on dress parade; but how can any such touch-me-not views of their best friend compare with a heart-to-heart living and digging into the very depths of the earth-life for the secrets that only come through the loving study of a close companionship?

Who shall come to the relief of these poor children—poor and starved without knowing it? Who but the teacher? for it is doubtful if the ordinary home training often takes up this finer side of life? How shall this help be brought to the children? By teaching them *how to see*, first of all, and then showing them *what* to see.

Let us see what else lies close about these children who think they are reveling in spring glories when they seek their artificial helps for out-door recreation?

Here, under their eyes, are whole yards of gorgeous hyacinth beds, loading the air with fragrance; gay tulips and yard-high white vases of sociable pansies with their well-remembered faces and family resemblances; there is a magnolia tree in radiant blossom of creamy magnificence close by in a church-yard; lilac bushes are growing greener every day; the vines on that somber church that have been only a wiry mesh all winter, began to tint one night, as if an artist's brush had touched them while the city slept and now take on a deeper hue every day with their clustering waxy leaves that seem to spring from out the very church walls; the arbutus with its heavenly incense has appeared on the street for sale; everywhere are signs of a new life—a new world.

Do the children on their way to and from school notice these things in any distinctive way from the panoramic view of daily life to which they are accustomed? Do the teachers make it a part of every-day teaching to call attention to this glory of upspringing life?

If all our children, from kindergarten to high school, were encouraged to watch for and report the first signs of opening springtime, and the daily increasing richness, it would be the very best ethical training ever given inside a school-room. A child's soul filled with hunger for beauty, has not much room for the craving of the excitement of wrong doing.

These shut-up city children are victims of a civilization that should touch the soul of every teacher who has ever known what a free childhood meant, with a profound pity. The loss in mental, moral, and physical fiber to these children can never be estimated.

How much can the school-room supply of this? In what way? Every teacher must find out for herself. The plant lessons which belong to this season of school-work, give an excellent oppor-

tunity, but afford only a standing place from which to reach out into the soul of things. That teacher will reach the farthest and find the most, who is, herself, in the closest sympathy with

"Nature, that dear old nurse,
Who sings to us, day and night,
The songs of the universe."

The birds do not quite desert the cities, and children can be trained to distinguish the different bird notes and to learn something of bird habits, even in a crowded city. A reproduction of these bird notes at school will be a delightful recreation "between whiles," and will put the boys and girls in better spirits for their work than the regulation "exercises" of which they have grown tired all the winter. Studying bird-life with a reverent spirit partakes of the nature of the highest ethical training.

The writer once stood beside Rev. Joseph Cook when the first robin note he had heard that season reached his ear. He stopped and at once lifted his hat in reverent humility to the bit of joyous life, fluttering a few feet away from him.

"I always lift my hat to the first robin," he said, gazing up to that leafy branch as to a shrine. The occasion and the attitude of that giant among men, at that moment, held a lesson for the training of every child in the land.

As a Rest.

By ELIZABETH COOLIDGE, Chicago, Ill.

Let all your little people be birds, and to the following music and words sung by those in their seats, have one row at a time run around the room, moving their arms in imitation of the bird's wings. Have them return through their own aisle and when in their seats rest their heads on the desk as though asleep.

Fly Away.



Fly little bird, fly away,
Fly away, fly away;
In your nest you may rest till peep of day.
Then away, away,
They away, away.

When half of the birds are asleep let the other half waken them with the same music and the following words:

Come little bird 'tis time to rise,
Ope your eyes, ope your eyes,
Soon the sun will reddden the skies.
Then arise, arise,
Then arise, arise.

Teaching "Signs" in Number.

By L. L.

Hold a short stick before the children in a horizontal position. Place another on it in the center in a vertical position. What have you done? You have put together, or *added* two sticks (plus).

Take away the vertical stick. What have you done? You have left the sign that shows you have *taken away* (minus).

Place two sticks in a parallel position. What have you done? You have placed two sticks just alike, which means that the numbers on one side of these sticks are *just the same* as those on the other.

Put two sticks together in the form of the letter V. Cross the sticks in the middle like the letter X. What have you done? You have made four V's and have *multiplied*.

Put the stick between your thumb and finger. What have you done? You have separated or *divided* them. If your thumb and finger were figures, you have divided these figures. Put a dot in place of your thumb and finger and you have the sign of division.

Seven Little Sisters.

(Third Grade Reading.)

By JENNIE M. SKINNER, Principal of Alden St. School,
Springfield, Mass.

The reading of the *Seven Little Sisters* is always a source of delight to the children, and it is with regret that they leave one sister, to read about the next. Each child claims them as his or her friends, and no more interesting language lesson can be given than to have letters written to these sisters. They are bright, entertaining, and original in thought, and show the interest they feel in their far-away friends.

We will look at the first lesson given, on the little Brown Baby. After the pupils had read the description of her home, they asked if they might bring a branch on which was hung a hammock made of twisted vines, to represent the Brown Baby's bed. This fanciful tree was brought, fastened in a board, so that the hammock might swing more easily. One little girl brought a brown doll, with a string of beads around its neck, to place in the swinging bed.

At the children's desire, I had sketched two scenes representing the baby at home. One at night, "when the stars came out and peeped through the leaves at her;" the other where "the great round sun springs up." The baby is seen playing among the birds and flowers, near the pretty running brook, where she had her morning bath. A poem from the pen of one of my friends, was of the greatest assistance when giving the lesson:

"And her mother sits and sings,
As the little cradle swings
So lightly in the breeze,
Till the baby falls asleep,
And the stars come out and peep
At her, among the trees.
The moonlight round her lingers,
Patting her with loving fingers—
Bringing her such pretty dreams,—
That she smiles and almost speaks,
And the dimples in her cheeks
Chase each other, as it seems.
So the long night wears away;
When, at first break of day,
Baby wakes up, bright and clear,—
Down to her mother's breast
Soon she rolls and close is pressed.
Then a brooklet flowing near,
Serves as bath tub and as glass;
And in the tall, sweet grass
Baby's mother rolls her dry."

We next come to Agoonack, the Esquimau sister. The children's work of preparation for the lesson is seen in the sledge, drawn by two toy dogs manufactured by one of the boys; a doll dressed in fur, to represent Agoonack; the bat and ball of bone (begged from the butcher); and many clippings of Esquimaux houses, from old books. Two boys made paper huts, and covered them with cotton; a thin covering of oiled paper was placed over the window-hole of one of the huts. As a number of the children had been to see Miss Krarer, the little Esquimau lady who had recently visited our city, many incidents relating to her life were told by them. Our chart is again brought into requisition, and a few new sketches are added. The aurora; Agoonack's birthday (showing her hut, sled, and dogs); Esquimau boy catching birds; icebergs and seals; and the sun's first appearance after the long darkness, are drawn to illustrate the story.

Gemila, the child of the desert, is next introduced. A tent is brought, with all its furnishings, to show their ideas of eastern customs. There are the mats, divans, and draperies,—all made by the children. A doll to represent Gemila, has on a brown cotton dress, "loosely hanging half way to the bare, slender ankles." A white handkerchief is on her head, and hangs over her face, like a veil.

I sketched a few pictures representing life on the desert, before the lesson. Abdel Hassan (the father of Gemila), sitting at the door of his tent, with his children; the camel; the ostrich, that laid her eggs in the sand, and then ran away at the approach of the caravan; and finally the picture of one of the big eggs that "will make breakfast for the whole family."

The fourth sister is the little mountain maiden, Jeannette. Delicate bits of Swiss carving were shown; a doll was dressed to represent the little girl; while the blue-eyed gentians, immortalized in verse, were not forgotten.

Pictures were brought to show the chamois, Alpen staff, and picturesque dress of the Swiss people. While this lesson was being given, a friend, who had been in Switzerland the year previous, entered the room. To the children's delight, she walked up to the chart and showed them the place where she had stopped when there. She said all the cottages looked alike, and the one pictured on the chart was a type of them all. She told them of having seen the chamois and goats; the Alps with their snow-

covered tops; the delicious strawberries, and beautiful flowers, until the children looked again at their story, with greater wonder and delight than ever. It was all true, for here was a lady who had seen Jeannette's home.

For this story I had sketched a cottage nestling among the high hills, on whose sides the chamois and goats are feeding. Jeannette and her brother Joseph are watching the stream, as it goes hurrying down the mountain-side; while near by are the sheep. Alpen roses are climbing over the porch, and the richly-colored strawberries grow temptingly near the door. The other sketch shows the arrival of Jeannette's mother, to her new home, seated on the donkey that has been such a useful friend to them all these years.

Our little Chinese friend Pen-se comes next. How delighted the children are to show their chopsticks, bowls, brick-a-brac, Chinese doll, with yellow sash and shoes, and Chinese tanka-boat, that they have prepared for the lesson! As Pen-se lives on a boat, a picture is drawn on the chart, showing her home, with pagodas and towers in the distance. The ducks are seen in the water, and Kang-hy, their master, stands in the boat ready to open the basket-work fence of their house. Tea, rice, and a piece of bamboo, are brought for the lesson. Some of the children had visited a Chinese store, the day before, and had many wonderful things to tell about the sights they saw while there. Several tried to get mulberry leaves and silk-worms, but did not succeed, owing to the season.

Manenko is our next sister; she lives in the sunshine of Africa, and is our dear little dark girl. The anklets and bracelets were not forgotten when the doll, representing Manenko, was dressed; and a hut of rushes and grass was brought, in which to place her. Ivory, and pictures of animals, were also brought. The chart



represented an African hut; the father and son were just starting out for the hunt; the mother sat weaving baskets, while the children were playing before the door.

Louise, the child of the beautiful river Rhine, is our last sister. Pictures of the Rhine are shown; also peasant girls, dressed in neat little jackets, and short skirts. Vineyards on the banks of the river are pictured to the children, and stories of armed knights and stately ladies, are told when showing the castles that rise behind the vineyards. A Christmas tree is sketched, while near by is dear baby Hans, the best Christmas present of all. The conservatory, where Christian is studying music, is seen on the hill.

After Louise's father loses all his money, he is obliged to leave the grand house on the Rhine, and start for the western forests of America. A picture of a ship is shown, while describing their journey across the ocean. A log cabin, with its one window and door, is sketched to show Louise's new home, while in front of the house are seen two of the children running after the birds and squirrels.

After the new words are developed, each paragraph is read by the children, then the books are closed and the thoughts given. When one chapter is completed, it is read orally, each child reading one verse. If the book is read in this entertaining way—the children preparing the material for the lesson—much geography and valuable information can be introduced into the reading. Books relating to each country studied, are brought from the city library and taken home by the children. A good foundation is thus laid for sound, useful reading. We trust that the mind will be so fully occupied in this good literature, that there will be no time for mischievous thoughts, and consequently ignoble actions.

THE JOURNAL has not only a yearly growth but a weekly growth. I get hungry for my copy each week, but this only causes a hunger for more of such reading. There is something in every number, for every teacher, from primary work to college president.

E. E. LURNEY.

Springfield, Ill.



Picture Stories for Language Work. I.

These pictures are made large enough for children to see them across the room.

Supplement to THE SCHOOL JOURNAL.

ANNUAL CIRCULAR OF

Special Traveling Information.

Valuable for Teachers who are asking WHERE SHALL I GO THIS SUMMER?

A very large number of the educators of the country travel during the summer to Europe, to the seashore, the mountains, or to some of the educational conventions. Some of these are noticed below. It is the intention to offer in these pages valuable information to all who may travel. Further information will be cheerfully given if possible. The writer should always enclose a stamp for reply.

The National Educational Association.—This meets this year at Saratoga in July. The various lines represented in this supplement give special rates. Note the many attractive excursions in connection with this great meeting. **The Glens Falls Summer School.**—The students of this widely known school can buy excursions to the N. E. A., at Saratoga and go from there to Glens Falls; it is a short and delightful journey. Attractive circular now ready. **The Martha's Vineyard Summer School.**—Those attending this well-known school from the West and south-west can buy excursions to Saratoga via New York, and attend the N. E. A. or not; if not, send tickets to Saratoga for stamp. **The Chautauqua Assemblies.**—Tickets can be bought to Chautauqua at reduced rates and from there to Saratoga and back for one fare, returning to Chautauqua for further study. Of course other excursions can be added. **European Tours.**—We were largely instrumental in getting up a party of 200 teachers to visit the Paris Exposition. This year at least 10 special educational tours are arranged for. See this circular or send for information. **The American Institute of Instruction** will meet at Narragansett Pier this year. Several thousand teachers attend this meeting each year. Special rates are made by all eastern Rail Road Co.'s, Steamboat lines, etc. For other meetings consult the columns of SCHOOL JOURNAL.

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THE POPULARITY OF TEACHERS'
PERSONALLY CONDUCTED
TOURS.

The Penna. R. R. Co.'s ANNOUNCEMENTS.

No medium for thorough sight-seeing as well as pleasure and recreation has appealed so strongly to the teachers of the Eastern Coast, as the Penna. R. R. personally conducted tours. Considerable talk has been indulged in this year in regard to a contemplated tour for teachers embracing the Thousand Islands, Montreal, and points north, but as yet nothing definite has been determined. What is assured, however, is the announcement made by the Penna. R. R. Co. that on July 2nd it will run a Teachers' Tour to Atlantic City from New York and Brooklyn by special train, leaving New York at 11.00 A.M., and reaching the coast early in the afternoon. Returning tourists will leave Atlantic City July 5th at 9.00 A.M. and reach the metropolis about 1.00 P.M. The rates are astonishingly low only \$13.50 from New York or Brooklyn, and include, in addition to round trip transportation, luncheon on train en route going and accommodation at the United States Hotel, Atlantic City, from supper July 2d until breakfast July 5th, both inclusive. Stops will be made and tickets sold at Jersey City, Newark, Elizabeth, and Trenton.

The series of tours to Niagara Falls for teachers, will start from Philadelphia, July 14th and 28th, August 11th and 25th and Sept. 3d and 29th. These tours will leave Philadelphia and tickets will be sold at a rate of \$10, valid for return during ten days and good to stop off at Watkins and Rochester going, and Buffalo returning. These tours are mentioned somewhat in advance of authorized notice, but the dates are assured and undoubtedly with the opening of the season new points will be added to the attractive list for the selection of teachers. The Penna. R. R. is fortunate in the possession of courteous representatives, termed Booking Agents,—one located at 849 Broadway, N. Y., one at 860 Fulton street, Brooklyn and one at 233 South 4th street, Philadelphia,—who will at all times be glad to give information relative to any of the Company's tours.

WEST SHORE RAILROAD.

The *Evening Telegram* says that the **West Shore Railroad** is at present conducting a wonderfully large passenger business, most of which is due to the desire of the public to enjoy some of the finest river scenery in this country. On the principle that fast time and good service are the only things that draw in this age, the company now run fast trains frequently between this city and Buffalo. In addition to this, a vast amount of money has been expended in ballasting the roadbed and making it smooth for fast running. Talking with a gentleman who has traveled extensively in Europe and America, and whose habits of observance are proverbial, a *Transcript* reporter was told that there was no railroad in the world, the route of which runs through a country giving such a panorama of beautiful scenery, as does the **West Shore**. Beginning with the perfect river and mountain scenery along the Hudson River and ending at the great Cataract of Niagara, the eye sees one endless picture of changing, beautiful and interesting views. The interest of the traveler is not allowed to flag for an instant. There is not, for any distance along the road, any deep cuts to hide the views presented, and if the road had been constructed for the express purpose of viewing nature in its most favorable aspects, it could not have been built for that purpose any better than it is at present. For the purpose of viewing the Hudson alone, the gentleman advises all to make the trip, either up or down, on the railroad. It is preferable, if in warm weather, to go up on the boats as far as Newburgh and return in the evening on the train, as the road is then perfectly shaded from the heat of the sun by the hills and mountains, which rise above the river on its western shore.

The **WEST SHORE** is the route selected by the National Educational Association as the official line for delegates to the meeting at Saratoga, July 15.

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SUMMER TOURS.

To the teaching fraternity of New York, Brooklyn, and their numerous suburban towns, the "Erie" has always been a favorite railroad; because, by it, access is had to so many points for rest and recuperation. It carries into charming retreats in the near by mountainous country, a very large number of those engaged in teaching in the public and private schools of New York and vicinity. Any one that examines a map of this railroad will see that it penetrates an elevated region immediately after leaving Paterson, N. J.; at Sufferns the gate-way to a mountainous region is entered; rising step by step Middletown is reached; at Port Jervis the beautiful Delaware river is struck and followed for a hundred miles. Thus the Shawangunk mountains, the southern Catskills, the Blue Ridge and the Alleghanies are easily accessible. Those seeking a restful place in vacation time should procure of D. I. ROBERTS, General Passenger Agent, New York City, a copy of "Summer Homes on the Erie Lines," it will be mailed if two cents in postage is enclosed. In this book will be found a description of delightful places, readily accessible, amid fine scenery and at moderate rates of board.

NIAGARA FALLS.

The "Erie" is a favorite route to these celebrated falls; Niagara river is crossed by the road on a suspension bridge, and a fine view of the Falls afforded. The Rapids, the Whirlpool, the Chasm below the falls are things once seen, never forgotten.

CHAUTAUQUA LAKE.

The "Erie" R. R. passes the southern end of this celebrated lake and furnishes the readiest means of reaching it from the east, south and west. At the foot of the lake are two fine hotels, the Kent and Sterlingworth. About half way up on the west side are the world celebrated Chautauqua Assembly grounds. Everybody has heard of "Chautauqua." A series of summer schools are carried on here that attract people of both sexes and all ages from all parts of the United States. This place is a place of wonderment; it is the headquarters for that vast system of home reading and study originated by Bishop Vincent.

There is a session of educators held here that attracts many teachers; at its head is Col. Francis W. Parker. This year the Chautauqua Educational Conference will be inaugurated, so that Chautauqua is a place of importance to teachers.

THE NATIONAL EDUCATIONAL ASSOCIATION.

This meets at Saratoga, this year, July 16-18, and the teachers along the line of the "Erie" will have the benefit of the one fare for the round trip to Saratoga—plus two dollars. Those who want to attend the sessions at Chautauqua can buy round trip tickets to that point, stay there to July 15, buy an excursion at one fare to Saratoga and then return to Chautauqua to finish the course there; this was done at the Toronto meeting last year by those who were studying at Chautauqua. In this way those in distant states can make their journey east a most profitable one.

A CHOICE LIST OF SUMMER RESORTS.

In the Lake regions of Wisconsin, Northern Michigan, Minnesota, Iowa, and the two Dakotas, there are hundreds of charming localities pre-eminently fitted for summer homes. Among the following selected list are names familiar to many of our readers as the perfection of Northern summer resorts. Nearly all of the Wisconsin points of interest are within a short distance from Chicago or Milwaukee, and none of them are so far away from the "busy marts of civilization" that they cannot be reached in a few hours of travel, by frequent trains, over the finest roads in the northwest—the Chicago, Milwaukee & St. Paul Railway, and Milwaukee & Northern Railroad:

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Lakeside, Wis.	Lake Minnetonka, Minn.
Kilbourn City, Wisconsin.	Ortonville, Minn.
(Dells of the Wisconsin.)	Prior Lake, Minn.
Beaver Dam, Wis.	White Bear Lake, Minn.
Madison, Wis.	Lake Madison, So. Dak.
Delavan, Wis.	Big Stone Lake, So. Dak.
Sparta, Wis.	Elkhart Lake, Wis.
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So you have decided to attend the National Educational Association meeting at Saratoga this year, have you? This is a splendid opportunity to avoid the heat of summer. It is only equalled by the pleasure you will derive from taking the **Missouri Pacific Ry.**, which is equipped with through Pullman Buffet Sleeping Cars from Denver, Colorado Springs, Pueblo, Wichita, Winfield and intermediate points to Kansas City and St. Louis and the Iron Mountain Route with similar equipment from El Paso, San Antonio, Austin, Houston, Galveston, Fort Worth, Dallas, Little Rock and Memphis to St. Louis, where direct connections are made with all through lines to Saratoga Springs. See your nearest coupon ticket agent for lowest rates or address, H. C. Townsend, General Passenger Agent, St. Louis, Mo.

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ANNOUNCEMENT!!

TO THE TEACHERS OF AMERICA.

You are all cordially invited to attend the great meeting of the National Educational Association to be held at Saratoga in July, the arrangements for which have already been announced. A word regarding the route: Teachers coming from New York, Brooklyn, and Jersey City, and all those from the West, are advised to take the New York Central & Hudson River Railroad, which is the most direct and in every respect the most comfortable line.

Many of you will doubtless decide, before returning homeward, to visit some of the celebrated health and pleasure resorts of the great Empire State, and to assist you in arranging your itinerary, we append a list of new publications, issued this season, descriptive of hundreds of short tours, via. "America's Greatest Railroad"—

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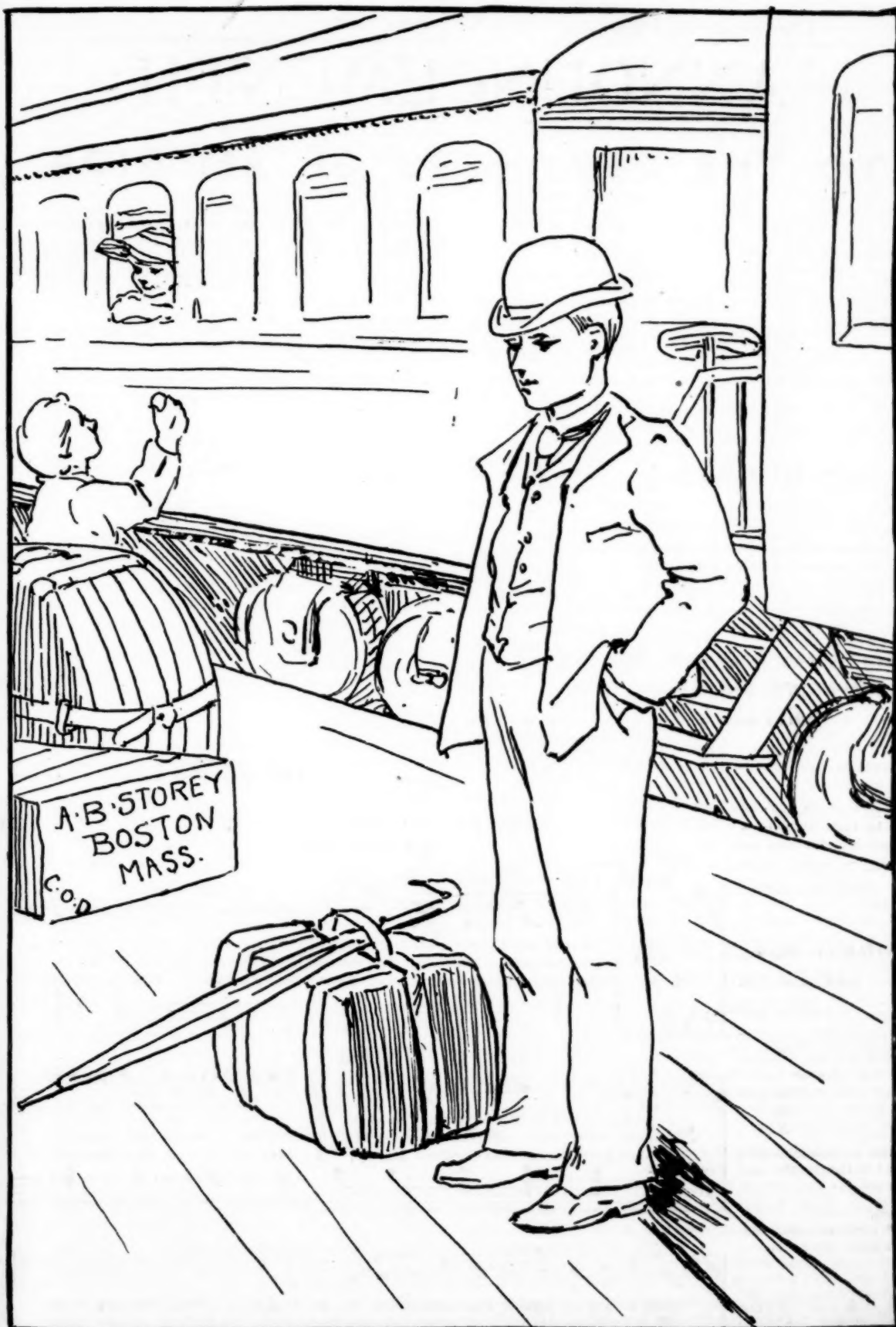
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GEORGE H. DANIELS, General Passenger Agent,
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Picture Stories for Language Work. II.

The Story of Phaeton.

By LIZZIE M. HADLEY, Lowell, Mass.

A great many hundred years ago, the people who lived on the earth knew so little about it that they believed many things to be true that are not so, and they often told their children wonderful stories about the people whom they thought lived in the air, the water, and on the earth.

They called these people gods and goddesses, and they thought they took care of the sun, moon, and stars; that they made the rain fall, and grass, plants, and flowers grow. No one knows who first told these queer stories. Perhaps it was some mother who wanted to amuse her little children and keep them quiet. But whoever it was, all the people believed them to be true, and were careful not to do anything to make the gods angry.

One of the stories, they sometimes told, was of Phaeton, the son of Phœbus, the god whom they thought took care of the sun and each day drove his beautiful shining horses across the sky. The story says, that one day while Phaeton, was still a boy at school, he told his schoolmates that he was the son of a god.

They laughed at him for this, for they thought he was trying to make them believe he was wiser and better than they were. When any one laughs at what you say, I'm afraid it often makes you angry, and I suppose boys were the same then as they are to-day, for silly Phaeton became very angry when he thought the boys were making fun of him, and ran home to ask his mother if it was not true that his father was a god. His mother was sorry to see her boy so unhappy, and she made him happy by telling him that his father was the great god of the sun, and that he might go to the sun-country and find him. It was a long way for a boy to go alone, but you know Phaeton was not just like other boys. He was the son of a god, and so, braver than a mortal boy.

I am sure he must have been tired, yet he never thought of going back to his mother, but went on and on until he came to his father's country. There he found his father's house, a great palace, bright with gold, silver, and shining stones. Phaeton had never before seen such a beautiful house, and he hurried on, eager to see his father, whom he felt sure must be a great god.

At last he found him sitting on a high seat called a throne. He wore a beautiful purple robe, dotted with silver stars, and on his head was a crown of beams, that shone so brightly Phaeton could not bear the light, and dared not go near him. Phœbus, the sun-god, whose eye sees everything, saw the boy, and asked why he was there. Phaeton's heart almost stood still, and then seemed to jump into his mouth, when he heard the sun-god speak, but he answered bravely enough, "O, light of the world! Clymene, my mother, has told me that I am your son; if you are really my mother, give me some proof that I am indeed your son."

I think Phaeton's father was glad to see his son and know that he was such a big, brave boy, for he took the shining crown from his head and then calling Phaeton to him, kissed him and said, "All that your mother has told you is true. You are my son, and to prove that this is so, whatever you ask of me you shall have." I supposed Phaeton liked horses just as boys do to-day, for he asked to be allowed to drive the sun-chariot across the sky. Perhaps he thought it would be a fine thing to let the boys at school know what a great god his father was, and how much he loved and trusted his son.

But his father shook his head at this request, and begged his son not to think of doing such a thing.

"You," he said, "are but little more than a mortal, and could never drive my fiery horses. Ask anything else, and you shall have it." But Phaeton was like some silly boys I have seen. He thought he knew as much about driving horses as his father did, and no other gift pleased him. A god always keeps his

promises, so, though Phœbus was sorry for his son and looked sadly at him, he led him to the great golden chariot.

Do you know what a chariot is? It is a fine carriage people ride in, and this was the most beautiful one ever seen. It was all of gold, silver, and bright stones so that Phaeton could not look at it until his father bathed his face and eyes with something that made him able to bear the heat and brightness. Phœbus saw that it was almost time to go. He ordered the horses harnessed to the chariot and set the crown of rays on his son's head and told him to hold tight the reins, and not use the whip. He must follow the road where he would see the marks of the wheels, for should he get out of it and go too high, he would burn the houses of the gods; should he go too low, he would set the earth on fire.

Phaeton took the reins, sprang into the chariot, the bars were let down and away went the great horses, so fast as almost to take away his breath. Up, up they went higher and higher, faster than a bird can fly. Pretty soon they noticed, as horses will, that their load was lighter and the reins were not held as usual. Then, in spite of everything Phaeton could do, they ran out of the road and off among the stars scorching and burning them.

Poor Phaeton soon began to be sorry he had tried to drive the sun-chariot, and to wish himself safe at home with his mother. He was so frightened that he even forgot the names of the horses, and couldn't remember whether he ought to draw the reins tight or let them loose. When he looked down to the earth, he grew dizzy and afraid of falling, and at last he grew so frightened that he dropped the reins, and the horses went dashing off wherever they pleased. Sometimes they were so high that the clouds smoked with the heat, and then down they would go toward the earth burning everything around them.

Once they came so near one side of the earth that the skins of the people turned black with the heat. Great cities were destroyed, forests and mountains set on fire, and rivers dried up. The air was full of dust and ashes, and as hot as a furnace.

The Earth cried that she was burning and the frightened gods begged Jupiter, the great god of all, to put a stop to this dreadful ride. Then Jupiter going into his high tower, sent a bolt of lightning against Phaeton. It struck and killed him, and with his hair on fire he fell down, down till he plunged into a great river whose waters closed over him forever. His sisters were so sorry for their brother, that they stood on the banks of the river and cried and cried until the gods changed them into tall poplar trees. But in spite of this their tears still fell, dropping from every green leaf, and as they fell into the water, they were changed to amber, a pretty substance like yellow glass.

This is the wonderful story the mothers told their children so long ago, and I have somewhere read, that sometimes when they looked into the clear evening sky, and saw what we call a "shooting-star," the little children would point to it and say, "Phaeton is falling from his chariot."

DANDELION.

KATE L. BROWN.

Brightly.

E. U. E.

1. He is a rogu-ish lit-tle elf, A gay au-da-cious fel-low, Who tramps a-bout in
2. With-in the churchyard he is seen, Be-side the headstones peeping, And shin-ing like a
3. At eve, he dons his nightgown green, And goes to bed right ear-ly, At morn, he spreads his

doub-let green and skirt of bright-est yel-low; In ev-'ry field, by ev-'ry road, He
gold-en star O'er some still form that's sleeping; Be-side the hous-door oft he springs In
yel-low skirts To catch the dewdrops pear-ly; A dar-ling elf is Dan-de-lion, A

peeps a-mong the grasses, And shows his sun-ny lit-tle face To ev-'ry one that pass-es.
all his wan-ton straying, And children shout in laughing glee To find him in their play-ing.
rogu-ish wan-ton sweet-ing; Yet he is loved by ev-'ry child, All give him joy-ous greet-ing.

From "STORIES IN SONG," by permission of Oliver Ditson Co.

Supplementary.

The Story of Peterkin Paul.

By SUSIE M. BEST, Cincinnati, O.

There was once a boy named Peterkin Paul,
Who was not very big nor yet very small.
He had plenty to eat and plenty to wear,
But Peterkin Paul was as cross as a bear!

Nothing he had pleased Peterkin Paul,
He vowed he never was happy at all;
His mates when they saw him all hurried away,
For with Peterkin Paul none wanted to play!

You see, he was snappish, was Peterkin Paul.
If the boys wanted cricket, why, he wanted ball,
And the other way round, for I tell you that he
Was just as contrary as contrary could be!

But a day came when Peterkin Paul fell quite sick,
And Death on the heels of his illness came quick,
And mighty few sorrowed, and mighty few cried,
And some even said, it was good that he died!

Now, boys, let us not be like Peterkin Paul,
Be we young boys or old boys, or short boys or tall;
For if we are like him there's none will deny,
Unloved we will live, and unmourned we will die!

Wand Drill.

By MARA L. PRATT, Author New Calisthenics.

Children march in, take their positions on floor, wands in position of Fig. 1.



Fig. 1.



Fig. 2.

At signal *One!* from the piano place left hand as in Fig. 2.



Fig. 3.

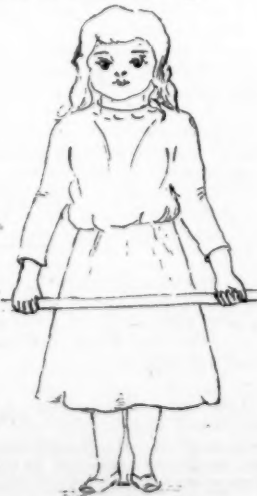


Fig. 4.

At signal *Two!* drop wand to position of Fig. 3.

At signal *Three!* turn right hand. (Fig. 4.)

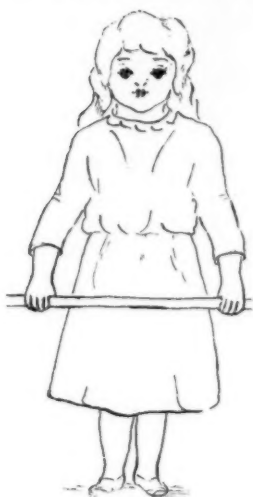


Fig. 5.



Fig. 6.

At signal *Four!* turn left hand. (Fig. 5.)

(NOTE.—Let there be a generous pause between signals.)

1. Counting one and, two and, three and, four and, five and, six and, seven and, eight *halt*, raise and lower the wands. (Figs. 5 and 6.) Raise on the *counts*, lower on the *ands*: and after eight, hold the wand in place on *halt*, one beat of time.

2. From the position of *halt* (Fig. 6) raise and lower wands—one and, two and, three and, four and, five and, six and, seven and, eight *halt*. (Figs. 6 and 7.) Raise on *counts*, lower on *ands*; and after eight hold the wand in place on *halt* one beat of time.

3. Now from Fig. 7, lower and raise wands, to shoulders (Fig. 8), up (Fig. 7), chest (Fig. 6), up again (Fig. 7), shoulders (Fig. 8), up (Fig. 7), chest (Fig. 6), etc., counting as before one and, two and, three and, etc. The wand will be *up* on the *ands*, on shoulders or chests, alternating on the numbers.

4. Drop (Fig. 5) and, rest and. On *drop*, drop to Fig. 5. Remain in that position through *and rest and*, (three beats).



Fig. 7.

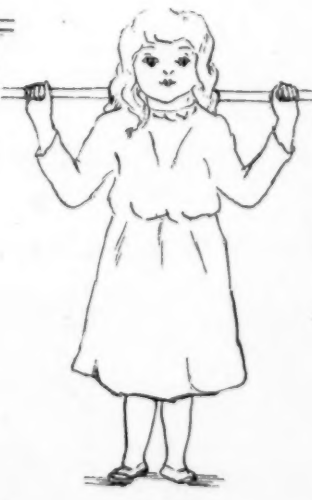


Fig. 8.

5. Plunge to tableau of Fig. 9 (right side). Remain in that position counting: Plunge and, two and, three and, four and, five and, six and, seven and, eight and.

6. Drop (Fig. 5) and, rest and. On *drop*, drop to Fig. 5, remain in that position through *and rest and*, (three beats of time).

7. Repeat plunge this time on left side.

8. Drop (Fig. 5) and, rest and. On *drop*, drop to Fig. 5. Remain in that position through *and rest and*, (three beats of time).

Class is now left in the position from which the drill commenced. Now go through the same movements exactly, substituting second tableau (Fig. 10) for the before used tableau of Fig. 9. Then "drop and rest and" and the class is ready again to begin.



Fig. 9.



Fig. 10.

Repeat again same movements, using this time third tableau of Fig. 11. Then "drop and rest and" and class is again in its first position, Fig. 5. (Other tableaux or poses may be added if desired to lengthen the drill.)



Fig. 11.

Children are left in position of Fig. 5.

9. Children standing in position of Fig. 5. It makes a pretty break and gives the children a rest, to have here a song. "The Fisher Maiden" is suggested as a pleasant song for boys' voices.

10. Repeat entire drill from 1 to 9.

11. Music stops. Then a signal from the piano. *One!* and wands are placed in position of Fig. 2.

Signal Two! and the left hand drops to marching position (Fig. 1).

Music—School marches from the floor.

(NOTE.—Let any teacher who wishes to learn this drill, study it out *wand in hand*. We recommend for music the "Stephanie Gavotte.")

One Way to Use Reproduction Stories.

There are three grades in my room. A spelling lesson, culled from the story, precedes the exercise. The word is pronounced by the teacher, the child spells, and then sees the word spring into life on the blackboard under the teacher's hand.

The very short stories are read to the first grade. One little pupil is then asked by the teacher to tell the story to the class, or a pupil appoints one who repeats, or the class chooses one of their number to tell it for them.

Those a trifle longer are read to the second grade. The same form is used here, except that, sometimes, two or three pupils are called upon to repeat the story in succession. It is curious to note the changes that creep into these repetitions, a word added or left out, a glance of the eye, a gesture, or a tone of the voice, often conveying a different meaning.

The more difficult stories are reserved for the third grade. These pupils read fairly well, even in supplementary work, which is given usually without preparation as a test of progress. In this grade the same form is used also, but it is varied by permitting one of the pupils to read, who then calls upon one of the class to repeat it. Some days the teacher reads, and asks this grade to reproduce in writing on blackboard, or in a blank book. And again, the teacher reads just before the closing song, first charging the children to listen attentively, as one of them will be asked to tell the story next morning.

At present, the time selected for this exercise is just before dismissal. The chief duties of the day are fulfilled, the pupils sit at rest, and are eager for the enjoyment. The very word "story"

has a charm for them. The same pupils are never called upon to reproduce the story day after day; all are given an opportunity. The exercise is not used every day—twice, sometimes three times, a week. It cultivates memory, language, and a certain ease and self-possession of manner while speaking, besides impressing through the stories, little lessons of morals and ethics.

After the exercise they sing, in concert, solos, or chorus; then with a bow to teacher and schoolmate they file out with song and story on their lips to blend with the frolic of the homeward walk.

JULIA B. MONTGOMERY.

Del Rio, Texas.

Stories for Reproduction.

May had a bad habit of crying, and often she did not know what she was crying about. Her papa told her that if she would stop it, something very nice would happen. May tried very hard to overcome her bad habit, and her papa saw that she tried. So he gave her a pretty toy piano.

Ida has a pet cat. She likes it better than a doll. It sleeps in the doll's house, and takes rides in the doll's carriage.

Ben got a drum for Christmas, and his brother Fred found a trumpet in his stocking. They have great fun playing band with the boys on their street. They have gay paper caps and banners, and march off in fine style.

Johnnie can use his little tools quite nicely. He makes cunning little bird houses and hangs them in the trees. Every year the birds build nests in them. Johnnie is very careful that nothing shall frighten his birds.

Flora's doll had everything that a doll could wish for except a waterproof. One day mamma saw a cunning little one in a store and bought it. Flora was very glad. She put it on dolly, and then she took the watering pot and had a make-believe rain just to try the new waterproof.

Nelly is going to the sea-shore next summer. She means to remember the little friends who cannot go. She is going to bring them shells and stones and other pretty things that she will find on the beach.

Annie had watched all spring for the pussy willows to come out. One bright day she went to look again, and there they were in their fluffy little hoods. "You dear little pussies!" said Annie, and she carried some to her teacher. The teacher put them in a pretty little jar and set them on her desk where all the children could see them.

Gerty had been promised that she could go to grandma's on her birthday if it did not rain. When she got up she saw that it was raining very fast. "I'll make sunshine in the house if there is none outside," she said as she ran down to breakfast.

Tip is a funny dog. He follows Harry everywhere. He went to church one day, close at Harry's heels. Harry did not see him for a while, and when he looked on the floor there sat Mr. Tip. He was so very quiet that Harry let him stay.

Allie went in big sister's room one day when sister was out. She saw a bottle upon the bureau and took out the cork. She thought it would smell very nice, but it was sharp stuff that burned her little nose.

Fanny needed some new gloves, and grandma took her to buy them. Fanny's mamma always bought her silk gloves, or warm woolen ones. Grandma thought the little girl might have some kid gloves for once. Fanny was very much pleased when she saw the clerk take down a box of tiny kid gloves. She chose a pretty pair that just matched her gray felt hat.

Every day if you should pass by Jessie's house you would see her sitting on the porch in a queer looking chair with wheels. She is lame, and cannot run about as you can. Although she cannot play games with other children, she loves to watch them, and she laughs at their fun.

Last year Arthur earned some money in a very pleasant way. He picked strawberries for his mother, and she paid him three cents a quart. He picked them because he wanted to help her, and he did not know that he was to be paid for it. He had picked fifty quarts, and so when he counted his money he had one hundred and fifty pennies.

The Educational Field.



Louise Pollock.

This pioneer of kindergartners in America was living, in 1861, in Weston, Massachusetts, where she was first made acquainted with Froebel's system of training young children. Her mother at that time sent her, from Berlin, everything that had been published on the subject. Mrs. Pollock made immediate use of this treasure in her own nursery, and seeing the happy results, she resolved that all children should enjoy the same benefits, as far as it lay within her power. In 1863 she translated Lena Morgenstern's "Paradise of Childhood," and wrote four exhaustive articles for the *Friend of Progress*, a New York periodical. "These articles," Mr. Nathaniel T. Allen says, "were among the earliest contributions to kindergarten literature." She was at that time engaged by him, to conduct a kindergarten in West Newton, Massachusetts. Mr. Allen further says:—"This was the first genuine kindergarten in this country, which, to judge from my own observations in Germany under the personal supervision of the Baroness Marenholz-Bulow, I assert was carried on in the true Froebel spirit."

It was not until after her visit to Europe in 1874, that Mrs. Pollock again used her kindergarten knowledge in a professional way; her youngest of eight children was then old enough to be a pupil in her kindergarten in Washington, D. C., where her daughter Susan, who had received her kindergarten training in Berlin, had in 1872 preceded her. It was not until 1876 that Mrs. Pollock and her daughter began their normal work for teachers, and tried to interest the people by giving free lectures to classes of public school children, lessons to mothers, and contributions to educational papers of New York, Boston, and Chicago. In 1880, Mrs. Pollock, while vice-president of the National Educational Association for the District of Columbia, prepared a petition to Congress for a free national kindergarten training school, with model kindergarten, and obtained the signatures of the most eminent educators of the United States. This memorial was first presented to Congress by James A. Garfield; the following year by Senator Harris, of Tennessee, and in 1882 by Senator Ingalls. The school board and Superintendent Wilson being at that time anxious to obtain sufficient means to build the high school, this petition did not receive the necessary co-operation, and failed of favorable action. Mrs. Rutherford B. Hayes sympathized with Mrs. Pollock and suggested starting a subscription list for the maintenance of the Pensacola free kindergarten, which she opened February 12, 1882. Superintendent Wm. B. Powell has given her for the past three years the use of some excellent rooms in the annex of the high school.

Mrs. Pollock's song books, "The National Kindergarten Songs and Plays," and her "Cheerful Echoes" are highly appreciated by all kindergartners, and still more her "Kindergarten Manual," which contains besides her practical model lessons and stories, her lessons to mothers and nursery maids, which she has given free for the last twelve years.

Mrs. Pollock is possessed of a most cheerful spirit under all circumstances,—full of enthusiasm, moral courage, faith, and hope. She has a kind word for everyone, but her deepest sympathies are with the child world. In conversation, as well as in her writings, she is eminently clear and practical, and yet withal possessed of a poetic nature. As early as 1875 she wrote the words for seventy songs, many of which were published in the Fourth National Music Reader.

It is to be most earnestly hoped that her present efforts, to have Congress grant Superintendent Powell's request for a sufficient amount to open twenty free kindergartens in Washington in connection with the public schools, will be successful.

(Dr. Henry Barnard's articles appeared in his *American Journal of Education*, 1856-58, and an article entitled "Le Jardin des Enfants," from the French, appeared in the *Christian Examiner*, 1859.)

In the recent report of the supervisors of the public schools of Boston, Mass., great importance is assigned to the work of manual training, which is claimed to have been more extended in Boston than anywhere else in the public schools. It is suggested that half an hour be added to the daily sessions of the schools, so that plenty of time shall be allowed for physical training, without interfering with the regular work of instruction. It is believed that physical training should be much more developed than it is, and that it must be more thoroughly provided for, if the pupils are to receive the right sort of benefit from it. The report says, "the time will come when every Boston public school teacher will have to be qualified to conduct exercises in gymnastics, as effectively as exercises in language."

One hundred thousand children of Denmark, by penny contributions have bought a beautiful crown of gold as a gift to their good king and queen on their golden wedding day. The suggestion is made that if the school children of the United States would put their pennies together, an enormous sum of money might be collected for needy Russia.

The Provincial Teachers' Association, of Ontario, have recently held their annual meeting at Toronto in April instead of August as has been the previous custom. By this change of time the teachers have an uninterrupted summer vacation, and the association has the benefit of the university professors at their meeting.

The meeting was characterized by the same spirit and energy that has kept this organization a live body for the last thirty years. The subject of the professional qualification of teachers came up for general discussion. At present, public school certificates are arranged in three classes. For the third or lowest of these, candidates must obtain an elementary professional training at certain public schools set apart as county model schools, which they have to attend for a few weeks. The school of pedagogy for the training of first-class teachers, and of high school masters has now been running for two years in a tentative way, and the minister of education proposes to put it on a permanent footing if the need of such an institution makes itself so felt as to justify so serious a step.

The association chose Mr. L. B. Sinclair, B. A. principal of Hamilton model school as president. This gentleman is considered one of the rising educators of Ontario. He has made a personal investigation of a number of the best schools in the United States and in Europe and is an enthusiastic advocate of progressive methods.

A teacher of six years successful teaching in Iowa was discharged from her duties because she used abbreviated names or "nick-names" for her pupils instead of their christian names. She has brought suit before the county superintendent, who decided in favor of the board. The teacher will not stop here, but will carry the case to the state superintendent, and to the courts, if driven to that necessity.

A patriotic exercise has been instituted in the twenty-one industrial schools scattered through the tenement districts of New York City. It is called "Saluting the Flag," and originated with Colonel George T. Balch, of the board of education. His idea is to instill the sentiment of patriotism in the minds of the children of foreigners, through a daily exercise which every morning sees the flag carried to the principal's desk, and all the little ones rising at the stroke of the bell to say, with one voice: "We turn to our flag as the sunflower turns to the sun! We give our heads and our hearts to our country! One country, one language, one flag!"

The Boston Art Students' association have asked permission to do something for the embellishment of the public school-rooms of that city by supplying them with photographs and casts.

The contagion of ornamenting school-rooms is spreading daily. The great danger of the movement lies in swinging to the other extreme and putting in cheap material. Better bare walls than to have the eyes of children familiarized with cheap imitations.

The Hebrew department of the Free School Association has its home in the new building at East Broadway and Jefferson street; this association is a branch of the Hebrew Educational Alliance recently organized. The building is fire-proof, five stories high,

built of yellow pressed brick trimmed with stone. There is a large audience hall where free concerts are held Saturday evenings; here also the Monday evening free lectures are given. There are rooms for the industrial school, the kindergarten, manual training class, library, gymnasium, baths, etc. A summer garden is to be added on the roof, making a fine pleasure ground for the children.

In the morning the Baron Hirsch Fund schools, numbering about six hundred members, are in session. Nearly 180 children are in the kindergartens under the care of five trained teachers. A hot luncheon is served to each child every day. In the evening the industrial class has its session in the kindergarten rooms. Dressmaking, drawn work, darning, etc., are taught. About 300 young women receive instruction in cooking, dressmaking, millinery, physical culture, and literature.

A large and well-equipped reading room for young men is open every evening, and once a week a literary, musical, or dramatic entertainment is given. The Aquilar Free library is settled in a room which will accommodate 30,000 volumes. At present it has 10,000 volumes. In December 1891, the circulation was over 10,000.

The money paid for this building, amounting to nearly \$300,000, was raised entirely by the Hebrews of this city and vicinity.

The Atlanta Constitution says:

"The biggest convention ever held in Atlanta—and that is a broad statement, will meet here on July 4, and continue in session for one week. It will be attended by upwards of five thousand people, each one of whom will be a person of more than ordinary intelligence and culture. It will be the Georgia Teachers' convention and the Southern Teachers' association in joint convention. A great deal has already been said and printed about this mammoth gathering of educational leaders."

When a meeting of teachers is announced months beforehand, with such an evident feeling of state pride as this, it speaks volumes for the growth of public educational sentiment.

We have been very much interested by a perusal of the "Virginia School Journal" under the editorship of S. C. Glass, one of the ablest educators south of Mason and Dixon's line. We shall look for succeeding numbers with much expectancy. The editor has marked out a field of work with some just conception of what is needed.

There is a demand for a few numbers of THE SCHOOL JOURNAL of September 20 and 27, 1890. If some of our subscribers will accommodate us by sending their copies, we will pay ten cents apiece for them.

Superintendent Stetson, of Auburn, Me., gives some interesting statistics in his annual report. He says:

"Slips covering the topics given below were furnished the teachers early in the present year. The following request was printed at the head of each slip: You are requested to make a careful and sympathetic study of each of your pupils in the particulars indicated below. Do not pursue your investigation when for any reason you are not in an amiable frame of mind. Do not judge a pupil from single facts or isolated acts, but strive to make your estimate as accurate as human judgment can render it. Having satisfied yourself of the fairness of your decision, place an X after the words that express your opinions. It is hoped that a faithful compliance with this request will enable you to better understand your pupils and from this knowledge you will be prepared to strengthen the weak places in their characters and develop those powers that give promise of proficiency in some worthy work.

The following is given as the result of the investigation:

	Boys.	Girls.	Totals.
Physique {			
Sturdy,	389	290	679
Medium	360	393	753
Puny,	88	79	167
Will {			
Strong,	339	274	613
Medium,	426	438	864
Very weak,	74	73	147
Obedience {			
Prompt,	550	635	1185
Slow,	256	111	367
Disobedient,	53	20	73
Industrious {			
Persistently,	186	253	439
Reasonably,	364	373	737
Indifferently,	172	94	266
Lazy,	90	18	108
Comprehension {			
Quick,	445	447	892
Slow,	264	261	525
Dull,	119	58	177
Observation {			
Alert,	308	302	610
Medium,	394	384	778
Dull,	138	57	195
Irritable {			
Very,	98	60	158
Under provocation,	202	250	452
Rarely,	406	411	817
Passionate {			
Very,	131	108	239
Slow but intense,	289	235	524
Expression {			
Prompt,	347	385	732
Hesitating,	326	276	602
Very slow,	165	85	250
Imagination {			
Vivid,	118	143	261
Medium,	424	413	837
Sluggish,	126	63	189
Memory {			
Retentive,	263	212	475
Ready,	353	280	633
Weak,	188	127	315
Reason {			
Strong,	138	147	285
Medium,	420	383	803
Feeble,	180	90	270

Judgment {	Medium,	290	249	539
	Deficient,	76	51	127
	Reliable,	134	155	289
Amiable,		551	588	1139
Faithful,		395	487	882
Considerate,		298	491	699
Sensitive,		278	312	590
Conscientious,		317	377	694
Willful,		175	79	253
Malicious,		51	3	54
Habitually untruthful,		20	6	26
Stubborn,		78	68	146
Vicious,		11	0	11
Naturally dishonest,		46	14	60
Physically deformed,		7	2	9

The superintendent gives, as the whole number of pupils in the schools, 1,645. Concerning the statistics he says: "After making all reasonable allowances, we find that the figures furnish proof that a large majority of the pupils in the public schools are possessed of sound bodies, more than average intellects and that they are of upright moral character. They also present answer to some of the serious charges made against public schools by persons who draw on their imaginations for their facts."

Educational Associations.

National Association, Saratoga Springs, July 12-15. E. H. Cook, Flushing N. Y., Pres.; R. W. Stevenson, Wichita, Kan., Sec'y.
 Pennsylvania State, Beaver Falls, July 5, 6, 7. Dr. E. O. Lyte, Millersville, Pres.; Supt. J. M. Kerd, Beaver Falls, Sec'y.
 Southern Educational Association, Atlanta, Ga., July 6-8. Solomon Palmer, East Lake, Ala., Pres.; Eugene G. Harrell, Raleigh, N. C., Sec'y.
 Southern Illinois Teachers' Association, Effingham, Aug. 23, 24, 25. M. N. McCarty, Mound City, Pres.
 Texas State Teachers' Association, Houston. One week, beginning July 6.
 Kentucky State Teachers' Association, Paducah, June 28, 29, 30. C. H. Deitrich, Hopkinsville, Pres.; R. H. Ca others, Louisville, Sec'y.
 Educational Association of Virginia, Bedford City, July 20-23. State Supt. Massey, Pres.; J. A. McGilvray, Richmond, Sec'y.
 American Institute of Instruction, Narragansett Pier, Ray Greene Huling, Fall River, Mass., Pres.; Augustus D. Small, Allston, Mass., Sec'y.
 Missouri State Teachers' Association, Pertle Springs, June 21-23. W. J. Hawkins, Nevada, Pres.; Supt. A. L. Whittaker, Kirkwood, Secretary.
 Tennessee State Teachers' Association, Tullahoma, July 26, 27, 28. Supt. H. D. Huffaker, Chattanooga, Pres.; Prof. Frank Goodman, Nashville, Sec'y.
 Illinois State Teachers' Association, Springfield, Dec. 27, 28, 29. George R. Shawhan, Urbana, Pres.; Joel M. Howlby, Metropolis, Sec'y.
 Kansas State Teachers' Association, Topeka, Dec. 29, 30, and 31. J. E. Klock Leavenworth, Pres. Miss Ida M. Hodgson, Lyons, Sec'y.
 Georgia State Teachers' Association, Atlanta, July 4-6. Euler B. Smith, La Grange, Pres.; J. W. Frederick, Marshalltown, Sec'y.
 Northern Illinois Teachers' Association, Ottawa, April 29, 30. Marvin Quackenbush, Dundee, Pres.; Miss Kittie Reynolds, Aurora, Sec'y.
 Arkansas State Teachers' Association, Mt. Nebo, June 28.
 West Virginia State Teachers' Association, Grafton, July 5.
 Virginia State Teachers' Association, Bedford City, July 20. J. A. McGilvray, Richmond, Sec'y.
 South Carolina State Teachers' Association, Columbia, July 19. L. W. Dick, Darlington, Sec'y.
 Louisiana State Teachers Association, Ruston, June 22-24. Thos. D. Boyd, Natchitoches, Pres.; A. C. Calhoun, Baton Rouge, La., Sec'y.
 Kentucky State Teachers' Association, Henderson, Ky., July 19. W. H. Mayo, Frankfort, Pres.; A. H. Payne, Hopkinsville, Sec'y.
 North Carolina State Teachers' Association, Morehead City, June 20. E. G. Harrell, Raleigh, Sec'y.
 Maryland, Blue Mt. House, July 6. Albert F. Wilkerson, 1712 W. Lombard St., Baltimore, Sec'y.
 Texas State Teachers' Association, Houston, June 29, 30-July 1. J. M. Carlisle, Austin, Pres.
 Texas State Superintendents' Association, Houston, June 28.

SUMMER SCHOOLS.

National Summer School, Glens Falls. Three weeks, beginning July 19.
 Martha's Vineyard Summer Institute. Begins July 11. W. A. Mowry, Pres., Salem, Mass.
 Callanan Summer School of Methods, Des Moines, Iowa, July 6-31.
 Chautauqua Literary and Scientific School, Chautauqua, N. Y., July 30-Aug. 26. John H. Vincent, Chancellor.
 North Texas Summer School, Fort Worth, July.
 Harvard University, Summer Courses. Vocal training and expression. Five weeks, beginning July 16. Instructor in charge, S. S. Curry.
 Harvard Summer School of Botany, Botanic Garden, Cambridge, June 30-Aug. 3.
 Montana Summer School of Normal Methods, Helena. Three weeks, beginning June 13. Write to Supt. R. G. Young, Helena, for particulars.
 Marine Biological Laboratory, Wood's Holl, Mass. Seven weeks, beginning May 6. Dr. C. O. Whitman, Director.
 Amherst Summer School of Languages. Five weeks, beginning July 4. Address Miss W. L. Montague, Amherst, Mass.
 Natural History Camp for Boys. Wigwam Hill, Lake Quinsigamond, Worcester, Mass. July 6-Aug. 31. Address Dr. W. H. Raymenton, Worcester, Mass.
 Summer School of Pedagogy, Clark University, Worcester, Mass., July 18-30. Address Dr. G. Stanley Hall, Worcester, Mass.
 School of Applied Ethics, Plymouth, Mass., July 6-Aug. 17. Address the secretary, S. Burns Weston, 118 S. 12th St., Philadelphia, Pa.
 Summer Training School for Teachers, Coronado Beach, Cal., July 25-Aug. 15. Harry Wagner, San Diego, Cal., Pres.
 Pacific Grove, Cal., School of Methods, July 1-15. Supt. Will S. Monroe, Pasadena, Manager.
 Cornell University Summer School, Ithaca, N. Y., July 7-Aug. 18. Prof. G. W. Jones, 17 Stewart Ave., Ithaca, N. Y.
 Summer Training School of Kentucky State Normal, Lexington, Ky. Six weeks, beginning June 6. Address Ruric N. Roark, Lexington, Ky.
 Kentucky Chautauqua, Woodland Park, Lexington, Ky., June 28-July 8. Address Chas. S. Scott, Lexington, Ky.
 Western Summer School of Kindergarten and Primary Methods, June 28-July 22. La Porte, Ind., E. Elizabeth Hailmann, La Porte, Ind., Sec'y.
 Mountain Lake Park (Md.) Summer School, Aug. 2-23. Dr. Wilbur L. Davidson, Cincinnati, Superintendent.
 Minnesota University Summer Training School, St. Paul. Four weeks, beginning July 27. Address Supt. Kiehle St. Paul, Minn.
 Chautauqua Assembly, Madison, S. D. July 1-21.
 Sea-Shore Normal Institute, Martha's Vineyard (West Chop). Four weeks, beginning July 18. A. E. Winship, Boston, Mass., Pres.; R. H. Holbrook, Lebanon, Ohio, Manager.

The universal praise given Hood's Sarsaparilla by those who have taken it, should certainly convince you that it is the best spring medicine. It thoroughly purifies the blood.

Correspondence.

1. Shall not pupils be taught to avoid other narcotics than tobacco, and other stimulants besides alcohol?

2. How would you mark the article *the* diacritically, when it is followed by a noun beginning with a consonant? SUBSCRIBER.
Cincinnati.

1. Your question is a good one for its suggestiveness. Children who never see alcohol *as such*, and would know nothing about it if it were not forced on the attention, are still allowed to be intemperate daily by parents in the matter of narcotics and stimulants. Drinking tea and coffee and eating all kinds of overstimulating foods with condiments is a species of intemperance that needs attacking by every teacher.

2. When *the* precedes a noun beginning with a consonant, let it alone, do not mark it at all; consider it as a part of the next word and not as a separate word. Children pronounce this word perfectly long before they ever see a school-house. It is only because teachers unskillfully separate *the* from the next word, that any questions arise.

Should a teacher be employed in any work during the year?
Mo. J. S.

This matter is settled by a law of the school board in many localities. There can be no objection to employment by a

teacher during a summer vacation; but a teacher has no time for thought of other occupation during the regular school terms. There is work enough in every school-room to exhaust the physical and mental energies of a teacher. He cannot have a divided interest without injury to the school.

1. What works on *trees* can you recommend to one teaching botany in New England?

2. Also, what works would be generally helpful in teaching botany?
A. M. B.

Vt.

1. Address Hon. B. G. Northrop, Clinton, Conn. 2. "Gray's Botany," "Wood's Object Lessons in Botany," "Youmans' Descriptive Botany" are all excellent works for consultation. (American Book Co.)

Is there any work I can get that will give full instructions on the teaching of number during the first and second years of school?
INQUIRER.

"Aids to Number," by Anna B. Badlam (D. C. Heath & Co.); "Industrial Primary Arithmetic," by James Baldwin (Ginn & Co.); "Grube's Method of Teaching Arithmetic," by Levi Seeley (E. L. Kellogg & Co.); "Primary Arithmetic," Wentworth and Reed (Ginn & Co.), are all valuable helps in the first and second years of number teaching.

MOSAIC LAWS

Were so rigid that, if faithfully observed, the blood was kept pure and the body free from all contamination.



The great law-giver knew that when the blood becomes impure, eruptions appear on the skin, digestion is feeble, the joints ache, and every organ is more or less affected. In such cases, the most beneficial remedy is **AYER'S Sarsaparilla**, the best tonic-alterative in existence. It is the great health-restorer and health-maintainer.

It purifies the blood, sharpens the appetite, strengthens the nerves, and invigorates the whole system. Don't be induced to try cheap substitutes, which contain no sarsaparilla or any other really health-giving ingredient. Insist upon having

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VACATION.

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HOW?

TIRELESS teachers are debating the question. *Where* matters little, *how* demands consideration. Why not try a wheel? The finest exercise and most enjoyable pastime. Better than hunting or fishing healthier than lolling in a hammock, cheaper than a horse. No need to say so if you have tried it, and one trial will convince any one. Shall we help you select a machine? Call at nearest Columbia Agency and get a Catalogue, or two stamps will secure it by mail.

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Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30c. a year.

News Summary.

APRIL 14.—A blizzard in the West, the snow being eighteen inches deep in Iowa.—The movement of the state of Matto Grosso to secede from Brazil defeated.

APRIL 15.—Spain agrees to the return of missionaries to the Caroline islands.

APRIL 16.—Chile said to be prospering under the new government.

APRIL 17.—Communication between England and the continent interrupted by a snow storm.

APRIL 18.—New York city to have a fine public library from the Tilden estate.—Seven men killed by a powder explosion on Lake Hopatcong, N. J.—Dr. Edward Everett Hale's seventieth birthday celebrated at Boston.

APRIL 19.—Destitution in Texas on account of drouths.—Prussia stops Russian immigrants at the frontier. Outbreak of typhus fever among them.

APRIL 20.—Another carload of grain to be sent to Russia (port of Riga) for the relief of the sufferers.

APRIL 21.—A French steamer fired on by the Venezuela forces.

APRIL 22.—The Brazilian government denies the report that the states Sao Paulo and Rio Grande do Sul have seceded.

APRIL 24.—Cholera spreading in Afghanistan and Persia.—Death of Charles H. Reed, Guiteau's counsel.

APRIL 25.—Paris anarchists destroy a restaurant with dynamite.

APRIL 26.—Death of William Astor, the New York millionaire, in Paris.

APRIL 27.—The Pope wants no pilgrimages from France at present.—Stundists flogged by a mob in a Russian village.

WARS AND RUMORS OF WARS.

The French government has decided to take vigorous measures against King Behanzin, of Dahomey. That barbarian king recently made a hostile demonstration against the little French garrison at Porto Novo. Behanzin is said to have an army of 15,000 warriors and 2,500 amazons. The Germans have furnished them with modern quick-firing rifles and Krupp cannon, so that the French will not have an easy task to subdue them. In attempting to blockade the port of Whydah, France may get into serious difficulty with Germany. Her alternative is the abandonment of the protectorate of the province of Porto Novo.

There is trouble at Lagos, the capital of the British colony of that name, on the Slave coast of West Africa. Those trading with the rich interior country Yoruba have to pass through the Jebu country. The latter have been in the habit of levying tribute on the traders. Some time since Great Britain forced the king of Jebu to sign a treaty to allow traders to pass through his country. This treaty has now been broken and the Jebus threaten to attack Lagos and the British settlements on the Gold coast.

The rajah of Sikkim, a small British protected state in Northeast India, has abdicated and fled to Tibet. It is feared that it will result in raids by the Tibetans into Sikkim. The British garrison at Quatong will be strongly reinforced in order to repel these raids.

The Cachar frontier in India, is now guarded by British troops on account of the raids of the Lushai tribe on the tea gardens. The tribesmen have been repulsed in several engagements.

The Russian government is increasing the forces on the frontier of Asiatic Turkey, and companies owning steamers on the Caspian have been ordered to be ready for the transportation of troops.

A hot dispute was had with the Turkish sultan over the domain of the new khedive of Egypt. The sultan did not want to include in it the Sinai peninsula and the coast of the Red sea, which have been conceded to Egypt for half a century. Lord Salisbury has insisted that they should be included, and the final consent of the sultan to do so is regarded as a distinct triumph for English diplomacy.

It is said that since the imprisonment of the supreme court in Venezuela there has been a virtual reign of terror. People are afraid to express an opinion against the government for fear of arrest.

A RUSH FOR HOMES IN OKLAHOMA.

Things move fast in this nineteenth century. This was attested on April 19 when 4,000,000 acres of Cheyenne and Arapahoe lands were opened to settlement as a part of Oklahoma. The land is located in the western part of what was formerly Indian territory, a part of it joining the "pan-handle" of Texas. It is large enough

to allow Connecticut and Rhode Island to be dropped down in it and have considerable room to spare. Thousands of persons assembled on the eastern border awaiting the signal when they could begin the race for the best sections of land. Promptly at noon Gov. Seay, stationed in the watch tower at El Reno, dropped the signal flag and a volley from the battery notified them that it was time to start. About 40,000 boomers crossed the border; and camped in different places where they had selected sites for towns and villages.

Previous to the occupation, the Cheyennes held their last "ghost dance." Scores of Indians and squaws were lying around in trances from which they afterward awoke and related their visions.

SECRETARY BLAINE ABSOLUTELY DECLINES.

Secretary Blaine is reported to have said to a friend that he would not accept the nomination for the presidency if it were offered to him "on a silver salver;" also that he would refuse to qualify if he were elected president. The reason given was the condition of his health. He does not consider himself strong enough to stand the strain of a presidential campaign, and if he were elected could not stand the hard work the president has to perform. He thinks the president is worked too hard. If he leaves for a day's vacation there is no one to take his place; when he comes back his work is one day behind. Instead of being a help to him in his official work, the vice-president is a mere figure head. We are beginning to learn that our government in many points is not "the best on earth." Many useful things might be learned, for instance, from Switzerland.

CALIFORNIA'S GREAT EARTHQUAKE.

A great earthquake occurred in California at 2:49 o'clock on the morning of April 19. It lasted fifty eight seconds, passing from east to west and so out to sea. Scarcely a town in the whole state escaped the shock and in some of them much damage was done. In Vacaville a large number of buildings are in ruins. The town of Dixon was the second heaviest sufferer. The mountains seemed to quiver, and the whole valley heaved like a troubled sea. Many buildings were shaken down. Every building in Winters, Yolo county, is damaged. Near the town one acre of ground slid into Putah creek. Many persons were injured, but no deaths have been reported. In Oakland, clocks facing east or west were stopped, while those facing north or south were not disturbed. Several other severe shocks occurred later.

THE GRANT MONUMENT.

The corner-stone of the monument to Gen. Grant was laid at Riverside park, New York city, April 27, the hero's birthday. President Harrison spread the mortar with a gold trowel made for the occasion. He made a short speech and was followed by Chauncey M. Depew, who eulogized the great soldier, and also paid a tribute to Gen. Lee.

A TRIP UNDER THE WATER.

Recently a trial of a submarine boat was made at Detroit. With a crew of three on board, the boat started from its dock just below the city, and at first skimmed along over the surface toward the Detroit river. It was then submerged, going down gradually and under perfect control of the pilot. Under water the boat was able to attain a speed of over ten miles an hour and to turn around, rise, or sink with the greatest ease. The boat was submerged several times under different circumstances, and proved that the peculiarly constructed propellers were well adapted to their purpose. It was also proved that in sinking or rising the boat maintained a horizontal position, a matter of great importance in a submarine boat. On the surface the boat runs by steam, and under water it is driven by a storage battery, the cells being charged by the same engine that runs it on the surface. In shape it is like a thick cigar, with pointed ends, being about 40 feet long, 14 feet deep, and 9 feet beam. The trial showed that a submarine boat is not only possible, but practicable.

WYOMING CATTLE THIEVES.—For some time cattle thieves have infested Johnson and other counties in Wyoming. The secretary of war directed that troops be sent to aid the governor to rid the state of these outlaws.

A Rare Chance.

The President of a Southern college writes that he could leave his position (one of the best in the state) and would like to aid a first-class man who is looking for a position in the south. A College man who can organize, manage, and lead will be wanted. Position is worth \$2000 per year. This is an opportunity for some superintendent who wishes to exchange his position for one in a mild climate.

A young lady to be principal of a small public school near New York City. A normal graduate who can teach nearly all of the following branches: Vocal Music, Bookkeeping, Penmanship, Drawing, Shorthand and General Grammar Grade, English Studies. Salary, \$750 per year. Address H. S. Kellogg, Manager of N. Y. Educational Bureau, 25 Clinton Place, New York.

New Books.

The two volumes on *The Discovery of America*, by John Fiske, that have lately appeared, are a most important contribution to the history of our continent. The author is noted for the thoroughness with which he treats every subject that engages his pen. This work is the fruit of thirty years of research—not all undertaken with this end in view, however—and hence the conclusions he reaches carry great weight. One of the most interesting chapters is that in relation to the aborigines of America. He holds that the Indians form a distinct type of men, that they represent the primitive savage, and that this continent therefore is a more attractive field than any other for the study of the lower stages in the development of man. Then comes the question, How long has man lived here? Mr. Fiske accepts the computation as to the last period of great eccentricity of the earth's orbit, resulting in the glacial period, by which that period is reckoned to have extended from 240,000 to 80,000 years ago. Admitting that man appeared at the end of the glacial period he must have been on this continent at least 50,000 years, and some make it 150,000 years.

The author's treatment of another point—the stages of development—serves to clear away a great deal of mist. The word *barbarism* has been very loosely employed. He adopts Mr. Morgan's classification of the ethnic stages, which may be called the lower, middle, and upper. The lowest status of savagery was when men lived in their original restricted habitat and subsisted on fruit and nuts. During this period men learned articulate speech. In the middle status they discovered fire and learned how to catch fish, advancing into the upper status at the invention of the bow and arrow. From the highest status of savagery to the lowest status of barbarism the transition was made by the invention of pottery. The middle period of barbarism was reached in the Old World by the domestication of animals other than the dog, and in the western hemisphere with cultivation by irrigation and the use of

adobe-brick and stone for building. This period ends with the invention of smelting iron ore. In the New World the middle status of barbarism was reached by such people as the Zunis, the Aztecs, the Mayas, and the Peruvians. There were no people here in the upper status of barbarism, like the Greeks of the Homeric poems and the Germans of the time of Cæsar. Mr. Fiske applies this classification to the tribes on this hemisphere, in connection with their modes of getting food, building houses, etc.

In the chapter on "Pre-Columbian Voyages" he sets forth in a masterly way the evidence concerning the discoveries of the Norsemen. But the most interesting chapters are perhaps those in which he traces the gradual development of the idea of a "new world." The picture he draws of Columbus is an attractive one. We think that he successfully vindicates Americus Vesputius from the charge of intending to steal that great discoverer's glory. There are many other things in the books of which we would like to speak, but lack of space forbids. One thing that is very apparent to the reader of these volumes is the great change that the investigations of the past few years have made in the ideas of the origin of the American Indians. The numerous maps give an idea of the geographical errors of men of the fifteenth and sixteenth centuries, enabling us to approach the subject with their eyes and their understandings. (Houghton, Mifflin & Co., Boston and New York. \$4.00.)

In this age the one who makes pretensions to culture should be acquainted with the main facts of electricity. It is for such that T. O'Connor Sloane prepared his *Electricity Simplified*. It is the simplest book on this subject ever published. Its aim is to show what the modern conception of electricity is; to show why two plates of different metals immersed in acid can send a message around the globe; to explain how a bundle of copper wire rotated by a steam engine can be the agent in lighting our streets; to tell what the volt, ohm, and ampere are and what high and low tension mean; and to answer the questions that perpetually arise in the mind in this age of electricity. The theories of contact action,

Vacancies for September.

At this date we have 1,117 VACANCIES for the school year beginning SEPTEMBER, 1892.

No. The following are a few of the leading ones. In writing us please refer to the position by number:

- 1063 Superintendency, East. \$2,000
- 934 Superintendency, Middle States. \$2,000
- 15 Superintendency, Mich. \$1,500
- 180 Superintendency, Iowa. \$1,400
- 321 Superintendency, West. \$1,600
- 88 Superintendency, Minn. \$1,200
- 26 Principalsip, N. Y. \$1,400
- 421 Principalsip, Penn. \$1,200
- 1110 Superintendency, Ohio. \$1,250
- 280 Superintendency, Indiana. \$1,200
- 283 Principalsip, Ind. \$800
- 559 Superintendency, Ills. \$1,000
- 132 Principalsip, Ills. \$900
- 272 Principalsip, Mich. \$900
- 869 Superintendency, Minn. \$1,000
- 525 Superintendency, Dak. \$1,000
- 233 Superintendency, Kansas. \$1,000
- A large number of "Principalsips" in almost every state below \$1,000 down to \$500.
- 893 High School Principalsip. \$2,000
- 888 High School Principalsip. \$2,500
- 614 High School Principalsip, West. \$1,500
- 839 H. S. Principalsip for Lady, West. \$1,500
- 1030 High School Principal, West of Chicago \$1,200
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Phidias and Other Poems is the title of a volume of verse, by Frank W. Gunsaulus, which has recently been published. The long poem, *Phidias*, deals with a Greek subject and shows that its author possesses deep culture and a delicate sense of the melody of blank verse. The poem gives expression to lofty philosophy and high purpose and has descriptive passages of great beauty. It is a poem that will be appreciated by the few rather than the many. There are a number of short poems of great beauty in expression and sentiment: "The Woman and the Fountain," "The One Humanity," "True Love," and others. The book is bound in white cloth stamped with gilt ornaments and letters. (A. C. McClurg & Co., Chicago.)

There has lately appeared a little volume of 90 pages, entitled *An Elementary Course in Theory of Equations*, by C. H. Chapman, Ph.D., associate in mathematics in Johns Hopkins university. It gives an elementary knowledge of determinants and of the theory of equations to aid those who are beginning the study of the higher mathematics; also a working knowledge of those portions most frequently applied by the advanced student. A great many exercises are scattered through the book, but teachers will add much interest to the study by inventing others for their students. (John Wiley & Sons, 53 East Tenth street, New York. \$1.50.)

The principles laid down by Delsarte, the great French master of the art of expression, by voice and gesture, are more and more studied in this country as the years go by. They are somewhat difficult to understand, however, and need simplifying. This work has been done by Carica Le Favre in a little book entitled *Delsartean Physical Culture*. After a chapter on the principles of Delsartean philosophy she explains the method of relaxing, expanding and poising, breathing, twisting, etc., by which one may secure grace and a harmonious physical development. The book is illustrated with diagrams. It will be useful to schools and private students. (Fowler & Wells Co., New York.)

The plant world is so vast that as one proceeds in the study of it the feeling of enthusiasm is likely to be replaced by one of de-

spair unless the method of study is well defined. A good plan is to select a few common and representative plants and study them thoroughly. Much help in this direction is furnished by Jane H. Newell's *Outlines of Lessons in Botany*. The second part treats of *Flower and Fruit*. The plants selected for illustration are distributed over the larger portion of the United States. Hence one can observe the specimen and supplement the knowledge thus obtained from the text-book. Among the house and garden plants described (many are illustrated by H. P. Symmes) are tulip, hyacinth, crocus, fuchsia, geranium, nasturtium, and begonia; early spring flowers,—hepatica, anemone, marsh-marigold, blood-root, trailing arbutus, common blue violet, dog-tooth violet, and houstonia; forest trees,—willow, poplar, birch, alder, hazel, oak, American elm, red maple, and horsechestnut; fruit-trees,—cherry and apple; later flowers,—buttercup, columbine, barberry, jack-in-the-pulpit, and lady's-slipper; common weeds,—shepherd's-purse, chickweed, field-sorrel, and meadow-parsnip. There are also described early composites, and early summer flowers, and several pages are devoted to the morphology of the flower. A very useful feature is the appendix giving descriptions of sixty families of flowering plants. We can heartily recommend this little book to all who wish to study the flowers as they appear, from early spring to fall. (Ginn & Co., Boston. 50 cents.)

A North Country Comedy is a story whose scene is laid in Cumberland. It records the experiences of two ladies of gentle birth, a country curate, and other characters of lesser note. Their adventures and misadventures are amusing, and show that the writer has made a close study of the life and manners of the north country. For the lover of the luridly sensational, the book will have little charm, but for those who enjoy a quiet picture of life with plenty of incidents, skilfully handled dialogues, and graphic character painting, it will be read with interest and pleasure. (J. B. Lippincott Co., Philadelphia. \$1.25.)

J. Traill Taylor, a man of much experience in photography, and an editor of books and magazines on the subject, has prepared a volume on *The Optics of Photography and Photographic Lenses*. It is not intended for the makers but the users of photographic lenses. Much of the matter has already appeared in various periodicals, but it has all been rewritten and revised up to date. The author has described the various lenses and their uses, making a book of great value to all who are interested in the photographer's art. There are scores of fine diagrams throughout the volume. (Macmillan & Co., New York. \$1.00.)

(For Literary Notes and Magazines see page 485.)

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